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ABSTRACT

This manual has been designed to assist in the conversion of schools to the SIMS (Student Information Management System) School System. SIMS is based on a software package modified for use in the North Carolina Public School System. The term "conversion" refers to the process of changing the current records system to a new one, thus converting to a new computerized system. The process includes establishing parameters and information needed to operate the system and loading student records into the new system. The first section explains the role of the principals and the local school administrative unit in the implementation and operation of the system. Information to prepare a school for conversion to SIMS includes a discussion of policy considerations, a review of terms, and guidelines for administering the system. The section on conversion procedures describes steps that all schools must take to ensure a successful conversion as well as successful operation. The operations section presents a suggested step-by-step approach to using the system in schools. The additional considerations section provides information that will affect use of the system both now and in the future, including the following: (1) certifying system use; (2) user support; (3) monthly maintenance; and (4) restoring the system when the entire system is lost. The final section contains reference materials and includes sample system forms. (MLF)

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STUDENT INFORMATION MANAGEMENT SYSTEM
(SIMS)

THE SIMS SCHOOL SYSTEM
CONVERSION MANUAL

NORTH CAROLINA DEPARTMENT OF PUBLIC EDUCATION
DIVISION OF STUDENT INFORMATION MANAGEMENT

REVISED: May 1, 1987

U.S. DEPARTMENT OF EDUCATION
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THE CONVERSION MANUAL

This manual has been designed to assist in the conversion of schools to THE SIMS SCHOOL SYSTEM (SYSTEM). The term "conversion" refers to the process of changing the current records system to a new one, thus "converting" to a new computerized system. The process includes establishing parameters and information needed to operate the SYSTEM and loading student records into the new SYSTEM.

This Conversion Manual is divided into several major sections. The first section RESPONSIBILITIES explains the role of the principal and the Local School Administrative Unit in the implementation and operation of the SYSTEM.

CONVERSION PLANNING gives information to prepare a school for conversion to THE SIMS SCHOOL SYSTEM. It includes a discussion of policy considerations, a review of terms used by the SYSTEM, and guidelines for administering the SYSTEM.

The section CONVERSION PROCEDURES describes steps that all schools must take to ensure a successful conversion as well as successful operation.

The OPERATIONS section presents a suggested step-by-step approach to using the SYSTEM in your school.

The ADDITIONAL CONSIDERATIONS section provides important information which will affect your use of the SYSTEM both now and in the future. Some items included are: Certifying System Use, User Support, and Monthly Maintenance.

The final section is REFERENCE MATERIALS. It includes sample SYSTEM forms.

SIMS at the school level is based on a software package which has been purchased from Columbia Computing Services (Columbia) and modified for use in the North Carolina Public School System. Columbia's trademark name for this software is THE SCHOOL SYSTEM and you will see references in this manual to this trademark name. Remember, however, that your system is supported by North Carolina Department of Public Education, Division of Student Information Management. Therefore, Columbia should not be contacted with questions or concerns. The SIMS Help Desk can be contacted at (919) 733-7812.

PRINCIPAL'S RESPONSIBILITIES

The principal, as the key school administrator, is responsible for the operation of SIMS within the school. Whether or not the principal is directly involved in the day to day operation, he or she should be aware of several key checkpoints which may be used to monitor SYSTEM activity.

I. ID AND PASSWORD - SECURITY SYSTEM

It is strongly suggested that the Principal be directly involved with the establishment and use of the User Security in SIMS. As a school uses SIMS, the data base will contain all historical grade information, attendance, demographics, etc. on each student. The Principal should directly control the personnel who can access, observe, change or remove this data. It is suggested that each school soundly implement and utilize the security system. Passwords should be defined to restrict access to portions of the SYSTEM that should be secured.

II. PERSONNEL

Periodically, the principal should observe the data entry personnel while they are operating the SYSTEM. They should demonstrate competence in hardware and software operation. At all times, at least two people at the school site should be competent in the use of the SYSTEM.

The data entry person should also be out of the center of activity in the office. Entering data accurately requires concentration! (See the discussion of PERSONNEL REQUIREMENTS in CONVERSION PLANNING.)

III. REPORTS

Reports should be reviewed for validity. When both manual and automated reports are required, periodic comparisons will help discover any potential SYSTEM or procedural problems.

Some reports in the SYSTEM print error messages at the bottom. The principal should verify that users are addressing these errors, as well as double checking their work to detect data entry errors.

IV. FILES

The filing system established for shuttle cards, scanner data sheets, manual reports, automated reports and other permanent records should be reviewed to assure that all documents are being filed in an accurate and timely manner and are properly secured. (See FILING in CONVERSION PLANNING.)

PRINCIPAL'S RESPONSIBILITIES (CONT.)

V. SCHOOL BINDER

The School Binder should be periodically reviewed to determine if it is being properly updated and well organized (See CONVERSION PROCEDURES - SCHOOL BINDER.) This should be the location of the Backup Log and Enrollment/ Withdrawal Log. Sample logs are included in the section entitled REFERENCE MATERIALS.

- Backup Log - The safety and integrity of student grades, attendance records and other data stored in the SYSTEM are vital, and, in many instances, mandated by law. It is the principal's responsibility to protect and properly care for that information.

  No matter how many precautions are taken, the chance of data loss with any computer system, including SIMS, remains. Thus, it is essential that a formal data backup system be in place.

  To manage the backup process, it is necessary to maintain a Backup Log. This log should be maintained by the person primarily responsible for the system's operation. The principal may also want to review the log to determine if the SYSTEM is being backed up daily. This should include a check for monthly off-campus backup copies (stored in the Central Office).

- Enrollment/Withdrawal Log - All enrollments and withdrawals should be recorded in a manually maintained log. This will provide a means of checking the accuracy of information entered in the SYSTEM.

LOCAL SCHOOL ADMINISTRATIVE UNIT RESPONSIBILITIES

Each Local School Administrative Unit is asked to identify a SIMS Coordinator and a "Cadre" of five persons to represent the participating schools in the Unit. It is the responsibility of the SIMS Coordinator and Cadre to:

- Maintain a current understanding of THE SIMS SCHOOL SYSTEM and its potential uses
- Install the SYSTEM software in the initial school
- Train and install the SYSTEM in other schools in the Unit
- Serve as the Unit SIMS HELP DESK to provide answers to SYSTEM questions whenever possible. (Refer to the section ADDITIONAL CONSIDERATIONS - USER SUPPORT for further explanation of this function.)
- Assist schools in their effort to discontinue use of the Public School Register. (Refer to section ADDITIONAL CONSIDERATIONS - CERTIFYING SYSTEM USE for further explanation of this function.)
- Act as a representative of the NCDPE to ensure accurate and efficient operation of THE SIMS SCHOOL SYSTEM.

POLICY CONSIDERATIONS

In planning for THE SIMS SCHOOL SYSTEM's use, each Local School Administrative Unit should confirm policies which will affect how data is stored within the SYSTEM. The SYSTEM operates through various "directories" or tables of information. For example, the TEACHER Directory contains a list of all the teachers in a given school, and the SCHOOL DAYS Directory contains your school calendar. These directories are loaded during installation before actual operation of the SYSTEM. Each school district has different policies concerning attendance, grading, and data maintenance; Unit policies which mandate standardization across schools must be reflected within each school's directories.

The following are issues which the Unit should resolve before any of its schools convert to the SYSTEM. The resolution of these issues may affect coding schemes and the consistency of information from its schools.

1. **PERIOD-BY-PERIOD and DAILY ATTENDANCE ENTRY**

   The SYSTEM allows attendance to be taken daily and/or period-by-period. Daily attendance MUST be maintained if THE SIMS SCHOOL SYSTEM is to produce NCDPE-required attendance reports. Schools should decide whether daily attendance is to be collected in homerooms or during a given subject class period.

   If period-by-period attendance is to be maintained also, schools should:

   - decide whether attendance is to be entered in the computer each period, at the end of each day, or after several days (maximum 10 school days); and
   - consider the purchase of an optical scanner.

2. **SEMESTER CLASSES and YEAR-LONG CLASSES/ PARTIAL CREDIT or NONPARTIAL CREDIT**

   Schools which offer one-semester courses or which allow partial credit for courses, or who suspect they may do so in the foreseeable future, should define their school year as two-semestered. If there are <u>any</u> circumstances in which a student may receive credit at a semester, two semesters must be defined.

POLICY CONSIDERATIONS (CONT.)

The NCDPE recommends that all schools define their school year as two-semestered. Therefore all year-long courses are offered in two semesters.

3. COURSE CODES

Two sets of course codes must be addressed. The first set is "internal" to THE SIMS SCHOOL SYSTEM and is required for student timetable entry, grade reporting, etc. The code used for this purpose can be up to eight characters long. In most cases, users can use the same code they are currently using to code courses. If you plan to use an optical scanner, now or in the future, to input student course requests, course codes must NOT contain alphabetic characters and they must be 4 digits or less (see CODING STRUCTURES).

Whatever "internal" course coding system you choose, it must be consistent from year to year. To do otherwise would cause serious problems with historical transcript generation.

The second course code number is an "external" number. This field is used to accommodate the state course numbering system which has undergone a major change to a SEVEN-DIGIT descriptive numbering format. The new system is being implemented state-wide (not just for SIMS use). This seven-digit number will replace the four-digit numbering system presently used on the "Professional Personnel Activity Report", etc.

4. WEIGHTED CLASS RANKING (GPA)

LEA policies regarding weighted class ranking, can be accommodated by THE SIMS SCHOOL SYSTEM. The package allows you to categorize classes by course type, and to assign special point values to marks for specific course types. For example, you may want to specify that marks for students taking honors classes will receive 4.5 points for an "A" instead of the 4.0 points assigned to all other courses. In this example, two decisions must be made: (1) which courses are to be categorized as honors courses, and (2) what point values are to be assigned for these courses.

5. GPA, CREDIT, ETC.

Decide, on a course-by-course basis, whether the given course is to be included in GPA calculations, if credit is to be earned, if partial credit is to be allowed, and how much credit the course is worth (generally, a year-long class earns one credit toward graduation).

POLICY CONSIDERATIONS (CONT.)

6. GRADE HISTORY

THE SIMS SCHOOL SYSTEM offers users two options for entering historical grade data: (1) cumulative GPA (hereafter referred to as "Previous Credit") data may be entered, or (2) courses taken and grades received (hereafter referred to as "Previous Marks") may be entered. OPTION 1, Previous Credit, is a quick, easy way to enter data upon which cumulative GPAs can be built, but it precludes the ability to produce transcripts with complete course listings for the given student. OPTION 2, Previous Marks, requires more extensive data entry, but it enables complete transcripts. You can choose OPTION 1 for one group of students in your school (e.g., transfers from another system) and OPTION 2 for the remaining students. You should not use both options for the same student.

a. OPTION 1: PREVIOUS CREDIT

If you select OPTION 1 to enter historical data for your student body or for a subset thereof, you will need three pieces of information for each student:

- Total grade points earned by department. You must define these Departments and may be as flexible as you desire. As an example, you could define "8485" as a department and enter the necessary information as a block for that year (1984-85); or department "ALL" and enter all previous years information in one line. If a student has taken four math department courses during his or her high school career, and has earned an "A" in each of those courses at a point value of 4.0 for each "A", then total grade points equal sixteen.

- Total potential credits earned. If each of the four courses in the above example is worth one credit, then the student has earned four credits.

- Total credits earned. If a student has taken four English department courses, and received one "A", two "Bs", and one "F", then that student's total credits are as follows:

Grade	Potential Credits	Credit Earned	Grade Points
A	1.0	1.0	4.0
B	1.0	1.0	3.0
B	1.0	1.0	3.0
F	1.0	0.0	0.0
TOTALS	4.0	3.0	10.0

3.3

POLICY CONSIDERATIONS (CONT.)

These total figures are entered for the English department previous credit data.

b. OPTION 2: PREVIOUS MARKS

If you select OPTION 2 to enter historical grade data, then you must know for each course taken by a given student:

- the year in which the course was taken; (Must first be added to Year Directory)
- the semester(s) in which the course was taken and completed. If non-partial credit (only one final grade for year) then enter as taken only in semester two.
- the internal course number; and
- the grade received.

Courses for transferred students must be in the computer's COURSE Directory prior to entry of Previous Marks for the student. The COURSE Directory will reflect the credit and point value that would have been assigned had the student taken the course at your school.

7. STUDENT NUMBER

THE SIMS SCHOOL SYSTEM currently offers two fields in which student identification numbers can be entered. One of these fields is a **KEY** field: whenever you want to find a student in your database, give the computer that student's **KEY** field ID number to search by. This field is called "Student Number". It can be one to nine digits long.

You do not need to use this **KEY** Student Number field to maintain a unique Unit level student number. However, DPE strongly suggests you consider assigning a Student Number that is unique to your Unit to make easier the transfer of students from a feeder school to a receiving school. In order to transfer students, there must be no duplicate Student Number between the two schools. If duplications exist, Student Numbers must be changed prior to the transfer.

The other field which you can use for ID numbers is an INFORMATION field: you will not search for students with this number. This INFORMATION field is called Student ID number. In the future this field will become an integral part of the statewide student ID numbering system.

POLICY CONSIDERATIONS (CONT.)

8. CODING STRUCTURES

THE SIMS SCHOOL SYSTEM offers a procedure for coding which significantly reduces the effort required to enter data. For example, you could enter "Raleigh, NC" by simply typing "RAL", if that is the code which you defined to stand for "Raleigh, NC". You can type "MR. & MRS." as "MM"; the teacher "Betty Swartznagle" can be entered as "SWAR", and so forth. Some codes need to be defined by the SIMS Coordinator so that a consistent set of codes is used district wide. These and other coding structure issues are discussed below.

a. CITY CODES

City codes define the postal city in which your students reside. They can be up to four characters long. Put together codes that have a mnemonic meaning; e.g., use "LEX" for "Lexington, NC" instead of a numeric code or similar non-meaningful codes. We recommend that city codes be assigned by the SIMS Coordinator.

b. COURSE CODES

Internal course codes can be up to eight characters long. Thus, ninth grade English could be coded with simple numerics (e.g., "100"), alphabetics (e.g., "English") or with a combination of alphas and numerics (e.g., "Eng09100"). If you plan to use an optical scanner to input scheduling requests now or in the future, COURSE NUMBERS MUST BE NUMERIC and NO MORE THAN FOUR DIGITS. We recommend the following descriptive course numbering scheme:

- Assign a range of numerics to each department. The English department may, for example, be assigned codes 100-199.
- Grade level within department might be distinguished by the two numbers following the department number (e.g., 110 for 9th Eng., 120 for 10th, 130 for 11th, 140 for 12th.)
- Keep the codes as short as possible to facilitate data entry. (Another bonus gained from using numeric codes is that they can be entered with the numeric keypad, thus cutting down on entry time.)
- Allow some unassigned numbers for future expansion. For instance, ninth grade English might be coded "100" and tenth grade English codes "120". This allows room to insert other ninth grade English courses in logical sequence at a later date.

Regardless of the course coding scheme adopted, you should give some consideration to standardizing the codes throughout your district.

POLICY CONSIDERATIONS (CONT.)

c. **ROOM CODES**

Rooms are identified by code number. If a coding scheme does not already exist, one should be developed.

d. **TEACHER CODES**

Teacher codes are four characters long. Using numeric codes for ease of entry and to facilitate mid-year teacher replacements can be useful, but this makes it more difficult to distinguish the teacher from their code. Alternately, the first three letters of the last name plus the first letter of the first name might be used. Thus, "Betty Smith" would be coded "SMIB". This is easy to distinguish but more difficult to enter and change at mid-year teacher replacement. Care should be taken to avoid assignment of the same code to two or more teachers.

e. **HOMEROOM CODES**

Up to four characters are allowed. A tenth grade homeroom might be coded "10A", "A106", "0001", etc. Another scheme is 09, 10A, 10B etc. which indicates grade level in two digits. It is useful when students do <u>not</u> remain in the same homerooms year to year. Another useful scheme is 87A, 87B, 88A, 88B etc. if students remain within the same homerooms year to year. The first two digits distinguish groups by the graduation year.

REVIEW OF TERMS

I. DIVISION

Columbia uses the term "division" to denote what is usually referred to in North Carolina as a "homeroom." For discussion purposes, and to remain consistent with Columbia's other documentation, we will use the term "division."

II. ENTRY/ENROLLMENT

Columbia uses the term "entry" in the same context North Carolina Public Schools use the term "enrollment," that is to indicate the process of enrolling a student in school as an E1 or R1, etc. They use the term "enrollment" to indicate the process of entering a student into the computer system. Your awareness of this difference will help to avoid confusion. Be aware that on all North Carolina reports such as the Principal's Monthly Report, Teacher's Monthly Report, or Ten Day Membership Report, the term "enrollment" indeed refers to the process of enrolling students into school as an E1, R1, etc.

III. ADVISOR

Columbia uses the term "advisor" in the same context North Carolina Public Schools use the term "guidance counselor."

IV. CREDITS

This term refers to the units of value earned to attain graduation.

V. UNITS

This term refers to the units of value to determine the load a student carries relative to class periods. It has no correlation to increments of credit.

PERSONNEL REQUIREMENTS

Personnel who operate the SYSTEM should be provided with adequate training and facilities. The school secretary who is also responsible for answering the telephones, answering the needs of parents and students coming into the office and serving as secretary as well as assistant to the teachers and the principal, can hardly be expected to concentrate on the job of accurately entering data into the computer. Whoever has the data entry responsibility must be thoroughly trained and should be given a location which is out of the center of activity in the typical school office. Ideally, an alternate office should be provided just for this purpose. Realistically, the data entry person can be isolated from much of the usual distraction by appropriate delegation of duties to other clerical personnel, student assistants or parent volunteers.

The data entry personnel should demonstrate competence in hardware and software operation. At all times, at least two people at the school site should be competent in the use of the SYSTEM. Attendance must be taken daily and report cards must go out on time. Therefore, backup personnel are as important as backup data files.

The Backup Log (See CONVERSION PROCEDURES - BACKUP PROCEDURES) should be maintained by the person primarily responsible for the SYSTEM's operation.

During the period of utilizing both the Public School Register and THE SIMS SCHOOL SYSTEM, it is recommended that different personnel maintain the records of each system if possible. Periodic comparisons of reports generated from both systems will help the school discover any potential system or procedural problems. (See ADDITIONAL CONSIDERATIONS - RECONCILING REPORT DISCREPANCIES.)

ORGANIZATION OF CLERICAL/ADMINISTRATIVE OPERATIONS

Some of a school's clerical/administrative procedures may require changes to ensure efficient and accurate SYSTEM operation. Before any decisions are made, the following areas should be addressed.

- Tracking Entry/Withdrawals
- Tracking Late Arrivals and Early Leavers
- Tracking Excuses
- Inputting Reason Codes
- Tracking Corrections to Previous Days Attendance
- Communicating with Classrooms
- Reporting to Parents on Attendance
- Reconciling Manual Systems to Automated Systems
- Flow of Documents between Office and Teachers/Students
- Ensuring Data Security
- Ensuring Accuracy of Information-Daily
- Ensuring Accurate Data from Teachers
- Reconciling Teachers Attendance Rosters with SYSTEM Rosters
- Handling of Scan Sheets
- Recording Attendance

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* The points below are provided as suggestions for establishing some of the clerical procedures needed to operate SIMS. Since there are wide variations among schools in size, grade levels, number of office staff and other administrative factors, specific procedures must be tailored to the needs of each school. The suggested items may be selected and modified for each unique school environment. NOTE: Although the recommendation for attendance relate to scanning, many of them could be adapted to a manual system. *
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I. DAILY ATTENDANCE - SCANNED

PREPARATION

Scanner data sheets provide space for the reporting of ten days of attendance and will be preslugged (preprinted with student rosters) for the beginning of each ten day period. This should be done early enough to allow time for separating the pages at the perforations, but late enough to pick up all new enrollments and withdrawals processed since the last data sheets were printed.

DISTRIBUTION

The sheets must then be distributed to the teachers who collect the attendance. Care must be taken to avoid crushing, folding, or otherwise damaging them. A large envelope should be used to protect the sheets, regardless of the distribution method.

ORGANIZATION OF CLERICAL/ADMINISTRATIVE OPERATIONS (CONT.)

RECORDING

Attendance should be taken at the beginning of a designated period or division. The teacher should only record absences. An Attendance Update Form should be completed in the office for students entering late. Therefore, the office decides whether a student is tardy, not the teacher.

CORRECTIONS BY TEACHER

Teachers should make all corrections to Attendance Scanner Data Sheets on a common form - NOT ON SCANNER SHEETS. An Attendance Update Form should be forwarded to the principal's office with the daily attendance roster. Suggested attendance forms are included in the section of this manual entitled REFERENCE MATERIALS. Use one of these or develop a form that suits the operation of your school.

COLLECTION

After teachers have recorded attendance, they should place the bubble sheets in a large envelope. This will protect the documents and keep them separated by homeroom. (If the sheets might be exposed to rain, a plastic cover should be considered.) These envelopes should be collected from each teacher at a scheduled time each day. Teachers with no absences should return the Attendance Scanner Data Sheet to the office for check-off purposes.

INPUT IN OFFICE

1. Scan the current day's attendance rosters. NOTE: It is recommended that scanning be performed daily. However, if some other scanning schedule is used, it is important that the processing of data only be for the dates since the last scanning (i.e. don't reprocess for dates that have already been processed.)

2. Reconcile all errors. NOTE: The SYSTEM will report missing scan sheets.

3. Manually enter corrections through Daily Attendance Update. These include scanner forms that were missing and changes submitted by teachers on your Attendance Update form.

4. Produce necessary reports.

5. As students arrive and depart after attendance has been entered, follow a predetermined procedure for recording the attendance changes and the receipt of excuses for absences. A sample Check In/Check Out Log is included in REFERENCE MATERIALS. It is offered as a suggestion for a method of collecting this information. Use this form or develop a form that suits the operation of your school.

ORGANIZATION OF CLERICAL/ADMINISTRATIVE OPERATIONS (CONT.)

6. Allocate a block of time at the end of the day to enter reason codes and corrections resulting from checking in and checking out. NOTE: Do not rescan for the day after manual corrections have been input. The SYSTEM may ignore the manual corrections.

7. After all Attendance input for the day is completed, finalize documentation. A proper audit trail must be established so that the accuracy of the SYSTEM data can be verified.

   A. Ensure that the following forms have the appropriate signature and that they are legible.
      - Attendance Scanner Data Sheets - teacher signature
      - Attendance Update Form - teacher signature or office staff signature
      - Check In/Check Out Log - office staff signature

   B. Prior to being certified for SYSTEM use, the manual corrections made must be recorded (IN RED INK) on the original scan sheet. (Red ink will not create any scanning problems as the scanner is only sensitive to lead marks.) An audit of attendance data is simplified if all scanner data sheets are correct. After being released from the Public School Register or other data collection system, updating scan forms is no longer a requirement.

8. File all attendance documents in such a way that attendance data in the SYSTEM can be audited. (See CONVERSION PLANNING - FILING.)

9. Produce necessary reports.

RETURN TO TEACHER

The Attendance Scanner Data Sheet must be returned to the teacher who records enrollment so it will be available for the next day's attendance recording.

II. PERIOD-BY-PERIOD ATTENDANCE - SCANNED

Schools utilizing the SYSTEM with an optical scanner to maintain period-by-period attendance should plan to enter attendance data into the computer only once or twice per day. Subject teachers should, of course, take attendance each period. They should keep their scanner sheets until the last period of the day. It is suggested that scanner data sheets then be collected by office assistants shortly after the beginning of the last period in the day. They could then be processed in a single batch, corrected, and returned to the teacher's mailbox for use during first period the next day. If staff is not available to complete this task of processing 200-500 sheets at the end of the school day, this task could be broken up into two batches. (Scanners equipped with the auto-feed feature can process 600 sheets per hour; however, time should be allowed for error correction.)

ORGANIZATION OF CLERICAL/ADMINISTRATIVE OPERATIONS (CONT.)

The frequency of period-by-period scanning is dependent upon local policy and need. Scanning could occur every other day, weekly, or a minimum of once every ten days.

III. ENROLLMENT/WITHDRAWAL

All enrollments and withdrawals should be recorded in a manually maintained Enrollment/Withdrawal Log in the principal's office. (A sample Enrollment /Withdrawal Log is included in REFERENCE MATERIALS.)

Enrollments and withdrawals should be posted to the computer on the day each occurs. They should not be accumulated for periodic (e.g., weekly) posting.

Withdrawals (since the scanner data sheets were last printed) are corrected on the scanner data sheets by drawing a line (NOT IN PENCIL) through the student's name. Marks should not be made on the bubbles. When the next sheets are printed, the student will not be included in the roster.

New enrollments (since the last set of scanner data sheets were produced) should have their names written at the bottom of the scanner data sheets below the printed names (NOT IN PENCIL). Any tardies or absences which are bubbled in pencil onto this line will be reported as errors on the Student Edit List and must be corrected manually. (The error message is "Data passed end of field".) The new scan forms printed at the beginning of the next ten days will have the new enrollments added to the roster.

NOTE THAT NEW SCANNER DATA SHEETS SHOULD NOT BE PRINTED IN THE MIDDLE OF THE TEN DAY CYCLE BECAUSE OF ENROLLMENTS/WITHDRAWALS OCCURRING THEREIN. MAKE NEW SCAN ROSTERS IN THE MIDDLE OF THE TEN DAY CYCLE ONLY TO REPLACE LOST OR DAMAGED ROSTERS.

If a student withdraws and re-enrolls during the ten day period on the scan sheet, erase the line through the name, continue to use the original bubble line. Leave the bubbles blank for the days the student was withdrawn. THIS PROCEDURE SHOULD BE FOLLOWED ONLY IF THE STUDENT IS RE-ENROLLED IN THE SAME DIVISION OR CLASS IN WHICH ATTENDANCE IS BEING TAKEN.

IV. TRACKING TARDIES/ABSENCES

All teachers should be instructed to refuse entry to any student without an office pass who is:

1. Tardy.

2. Recorded as absent on today's roster.

ORGANIZATION OF INPUT DOCUMENTS

This procedure will ensure that the office records all tardies as well as controls the receipt of excuses for absences.

Input documents should be checked against a list that specifies the person (division, etc.) from whom the documents are expected. This procedure ensures that all expected documents are received.

A Batch Control Sheet is recommended for organizing documents for data entry. (A sample Batch Control Sheet is included in the section entitled REFERENCE MATERIALS.) This form should be attached to a batch of documents to prepare them for input. All of the documents in the batch should be the same. This procedure helps ensure that all documents received are entered into the SYSTEM. These control sheets could be used to recreate the updates made on a given date if the data is not available on your most recent backup. File the control sheets used as an important reference.

An alternative to the Batch Control Sheet is to print an "Office Use Only" block on each input form used with the computer. This block could include:

Date of Entry _____
Operator (Initial) _____
Time of Entry _____

Using this approach assures that the entries have been made and identifies the operator responsible. It is important that these documents be filed by date of entry to be able to recreate the updating on any given date.

A "three box" approach for organizing documents for input is also recommended. The three boxes include:

- An "IN" box - Documents to be entered.
- A "KEYED" box - Documents keyed since the last backup. If the computer system should fail, the most recent backup generation would be restored and this box would be re-entered.
- An "OUT" box - Documents keyed before the last backup which are now ready to be filed. (NOTE: Your filing system should be arranged by date.)

FILING

The filing system established for shuttle cards, scanner data sheets, manual reports, automated reports, and other permanent records should be set up to assure that all documents are being filed in an accurate and timely manner and are properly secured.

In the event of a serious system failure and the need to restore a database prior to the last backup, there might exist a need to locate and rekey all updates made since the date of the backup that is restored. This location of forms could be accomplished if:

(1) Batch Control sheets are filed by date and in such a way that they can be used to locate all original update forms keyed since the date of the restored backup.

AND/OR

(2) The "Office Use Only" entry data has been recorded on all update forms and they have been filed by date within type of form. Then all original update forms with an entry date after the date of the restored database can be pulled and re-entered.

SCHOOL BINDER

For effective administration of THE SIMS SCHOOL SYSTEM at each site it is recommended that a three-inch, three-ring binder be organized to collect documentation about the SYSTEM. This binder will provide quick reference for users needing information about the contents of directories, report options, and other SYSTEM parameters. The following is an outline for organizing the binder. Tabs should be used for quick access to frequently referenced areas.

SYSTEM BACKUP LOG

This section should contain the SYSTEM BACKUP LOG. See the procedure entitled CONVERSION PROCEDURES - BACKUP PROCEDURES. A sample log is included in the REFERENCE MATERIAL section.

ENROLLMENT/WITHDRAWAL LOG

This section should contain the ENROLLMENT/WITHDRAWAL LOG. This log will provide a means of checking the accuracy of information entered into the SYSTEM. (See REFERENCE MATERIALS for a sample log.)

REPORTS

This section should contain prints of the screens used to request your reports. These screens allow you to specify the information you want in a specific report and the order in which the information will print. These are called report parameters. Operators who are unsure of the parameters for a regularly produced report can use these screen prints to determine how the report should be printed.

The amount of time required to produce a report is called run time. This run time should be recorded on the screen print so the operator will know how long the computer system will be in use. The run time recorded should be in two parts: calculation time and print time.

As a report is being produced, the SYSTEM displays a message on the screen. It will display "calculating" while the report is being developed and "printing" while the report is being printed. These are the two phases of report preparation that should be timed.

SCHOOL BINDER (CONT.)

The screen prints should be filed in numerical order by report number. (See the GENERAL INFORMATION MANUAL Chapter 3: "Using the System" for instructions on how to print a screen.)

DIRECTORIES

This section should contain copies of the directories which are printed during the conversion of the SYSTEM. Users must reference these to know what codes are used to operate the system and to understand how the SYSTEM has been set up. They should be filed in alphabetical order by directory name.

REFERENCE MATERIALS

Correspondence about SIMS and the SIMS UPDATE newsletter should be placed in this section. It should be filed in date order.

NOTE: USER PASSWORDS SHOULD NOT BE KEPT IN THIS BINDER.

BACKUP PROCEDURES

Backup procedures must be established before conversion begins. The loss of student records for any reason can have a devastating effect on the daily business operations of a school. To avoid this loss it is important to understand potential risks and ways to prepare for or prevent problems that may occur.

Data files can be lost for a variety of reasons. Surges or dips in the power supply (for example, during a thunderstorm) can destroy all data on your hard disk. If the power supply in your area is unstable, there are possible solutions, but they may be expensive. A dedicated power supply line is strongly recommended.

Your best protection against file loss is to backup the SYSTEM's data files using features provided in the software package. It is important that you fully understand this process. In the event of computer system failure, the backup diskettes are your ONLY method of restoring the data, other than re-keying every item which you previously entered. The more often you backup, the less data you will have to re-enter into the system if it should fail to operate.

Files may be accidentally or maliciously erased. Records may be keyed incorrectly and not discovered until a later time. IT IS ESSENTIAL TO UNDERSTAND COMPLETELY AND USE THE BACKUP PROCEDURES TO PROTECT YOUR SCHOOL RECORDS!!!!

The Utilities section of the GENERAL INFORMATION MANUAL fully describes the operation of backup facilities. Read that section of the Manual before setting up your procedures. The following procedural points should also be stressed:

1. Backup diskettes must be prepared (formatted and labeled) before you install THE SIMS SCHOOL SYSTEM.

2. AT users should use high density diskettes. XT users should use double density double-sided diskettes. (NOTE: Backup files made with an AT on high density diskettes cannot be transferred to an XT and backup files from an XT are difficult to transfer to an AT.)

3. Responsibility for execution of backup procedures should be designated to a single user so that it may be scheduled as a regular part of every school day.

4. Backups should be done after any data has been posted which would take a long time to re-enter. DAILY backups are strongly recommended during normal operations of the SYSTEM.

BACKUP PROCEDURES (CONT.)

5. The date, generation number, number of diskettes, and operator name for all backups should be posted in a written log after every backup is executed. A SYSTEM BACKUP LOG is included in the section REFERENCE MATERIALS.

6. Backup diskettes (as well as all other diskettes) should be placed in their protective paper sleeve and stored in a diskette case.

7. Monthly, a full hard disk backup should be performed. (See ADDITIONAL CONSIDERATIONS - MONTHLY MAINTENANCE.) If the computer system should crash and erase all the files from the hard disk - NOT just THE SIMS SCHOOL SYSTEM data files - the recovery process would be reduced greatly by restoring from the hard disk backup. Otherwise you would have to reinstall DOS, THE SIMS SCHOOL SYSTEM, all upgrades, fixes, and enhancements and any other files you may have on your hard disk. (See ADDITIONAL CONSIDERATIONS - RESTORING THE SIMS SCHOOL SYSTEM WHEN ENTIRE SYSTEM IS LOST.)

8. Monthly, a generation of SYSTEM backup diskettes should be stored along with the hard disk backup at an offsite location (such as the central office) in case of physical destruction or theft of files on the school site.

9. Before year-end process is run, a generation of backup diskettes should be stored at an offsite location. If a need arises in the future to have a detailed record of the year, you could retrieve it from this backup. NOTE: You will need to format and label a new set of diskettes for your 'backup series of diskettes' to replace the stored set.

10. A "three box" approach for organizing input documents is recommended. The three boxes include:

    - An "IN" box of documents to be entered.

    - A "KEYED" box of documents keyed since the last backup. If the computer system should fail, the most recent backup generation would be restored and this box would be re-entered.

    - An "OUT" box of documents keyed before the last backup which are now ready to be filed.

11. Hardware and software should be kept in a location which can be locked and can be closely observed during the school day.

A SYSTEM BACKUP LOG IS INCLUDED IN THE REFERENCE MATERIALS. MAKE SEVERAL COPIES AND PLACE THEM IN YOUR SCHOOL BINDER IN THE SECTION ENTITLED SYSTEM BACKUP LOG. USE IT!!

CONVERSION CHECKLIST

The Conversion Checklist included in the REFERENCE MATERIALS section should be used to monitor your progress during the installation of THE SIMS SCHOOL SYSTEM. Details about each step listed are included in the GENERAL INFORMATION MANUAL. Please keep this checklist current. An NCDPE DIVISION OF STUDENT INFORMATION MANAGEMENT representative may call to check on your progress and to see what problems you may have.

DATA COLLECTION

To become familiar with the data that the SYSTEM requires, read the "Student Records" and "Directories" sections of the General Information Manual. The CONVERSION CHECKLIST in the section of this Manual entitled REFERENCE MATERIALS identifies the Directories you will be entering. Also consult the section entitled CONVERSION PLANNING. Many policy and coding structure decisions are necessary before data is input.

There are Directory Input Forms in REFERENCE MATERIALS. These forms can be copied and used to input the information needed by the larger directories in the SYSTEM. The smaller directories do not require input forms. All decisions relating to directory content should be made before beginning to input data.

Collection of other data needed by the SYSTEM is dependent upon whether data is to be scanned or manually entered.

I. MANUAL ENTRY OF DATA

Demographic information on each student in your school should be compiled on the Student Information form. Course requests for each student should be compiled on the Student Course Request form. Examples of these forms are in the section entitled REFERENCE MATERIALS.

INSTRUCTIONS FOR COMPLETING STUDENT INFORMATION FORMS

Each student currently enrolled in your school should complete a Student Information form. Careful supervision will help ensure accurate data. Provisions must also be made to enter students previously enrolled at your school this year. NCDPE-required reports, such as the "Principal's Monthly Report," carry enrollment and withdrawal data for the full nine months of school.

Before distributing the Student Information form, decide what information you must, or would like to, keep in the computer. The following guidelines are provided:

- All information in the Basic Demographic section of the form is required or highly desirable.
- Race, in the Extended Demographic section, is required.
- Medical Information and Parent Demographic data is optional.

DATA COLLECTION (CONT.)

If you decide not to maintain the optional Medical and Parent data, the second page of the form may be excluded. Should you later decide to enter that information into your computer, however, the process will be more difficult than if you enter it now.

Most fields on the Student Information form are self-explanatory. The few that require clarification are discussed below:

Student Name: The names of students enrolled by scanning appear in upper case letters on reports. Therefore, you should manually enter student names in upper case letters if you are also scanning.

Student Number: This number uniquely identifies each student in the school. THE SIMS SCHOOL SYSTEM automatically assigns a student number to each student you enter, beginning with the number "1" for the first student. If you desire, this automatic assignment may be overridden. See discussion of STUDENT NUMBER in the section entitled CONVERSION PLANNING.

Student's Address: This information appears to be duplicated in the Parents Demographic section. The separate address fields are provided for students who do not live with parents or guardians.

Race: This field is required and must be coded as follows:

WHTE - White
BLCK - Black
HISP - Hispanic
ASIA - Asian
AMIN - American Indian

INSTRUCTIONS FOR COMPLETING STUDENT COURSE REQUEST FORMS:

This form allows the student to request up to ten courses. Alternates for each course requested may also be specified. Information needed is defined as follows:

Student Number: This number must be the same number assigned to the student on the Student Information form.

DATA COLLECTION (CONT.)

Course Code:	See discussion of the COURSE Directory codes in the section entitled CONVERSION PLANNING. Also see discussion of the COURSE Directory in the General Information Manual. The codes defined within the directory are used to input student requests to the Scheduler module.
Title:	This is the name of the requested course; e.g., World History, etc.
Sem:	Semester preference code. Enter only if the course is a half-year course and there is a semester preference.
Tchr Code:	The teacher code is defined in the TEACHER Directory. This information is required only if you want to specify the teacher to be assigned to the given student. See the discussion of teacher codes in the section of this manual entitled CONVERSION PLANNING. Also see the discussion of the TEACHER Directory in the General Information Manual.
TA:	This signifies teaching assistant. Enter "Y" or "N".
Req:	This indicates if the course is required. Enter "Y" or "N".
Sec:	You can optionally specify the section to be assigned.

II. SCANNED ENTRY OF DATA

Data can be entered into THE SIMS SCHOOL SYSTEM with the Sentry 3000 optical scanner.

Although we do not recommend doing so, several schools could share a scanner, using it to enter grades, schedule requests, and student demographic information. A facility within THE SIMS SCHOOL SYSTEM will allow you to read data from scan forms directly to floppy diskette without affecting any data already on the SYSTEM. Thus, School A can carry its scan forms to School B, read its scan forms directly to floppy diskette using School B's scanner and School B's copy of THE SIMS SCHOOL SYSTEM software, carry the floppy back to School A and merge the data onto the SYSTEM database at that school.

DATA COLLECTION (CONT.)

Users planning to use the scanner to input student demographic information should purchase the Basic Student Data II, Student Residence Information, and Extended Student Data scan forms. It is optional for scanner users to enter parent demographic and medical information for each student with the Parent's Name and Work Phone Numbers scan form and the Emergency Information scan form.

Scanner users who are planning to begin entry of daily attendance into THE SIMS SCHOOL SYSTEM should purchase Attendance Roster scan forms. Users who are planning to use the scheduling module should purchase Student Course Selection III scan forms.

Output forms, such as the Attendance Roster II form, may be ordered from Canline Business Forms, Inc., at 101-314 E. Holly Bellingham, WA. 98225 (1-800-824-1097). Input and output forms may be ordered from National Computer Systems (NCS) at 1812 Colonial Village Lane, Lancaster, PA 17601 (1-800-233-0143)

NOTE: When completing fields on the scan forms, begin your entry in the first column of the bubble grid. You do not have to enter leading zeros. (EXCEPTION: Leading zeroes must be entered for Entry codes and Grade codes.) If you want to leave a space between characters, either fill in the space bubble for that column or leave all the bubbles for that column blank.

If adults are not available to complete scan forms, then students can be used if carefully supervised in small groups. Use a good quality #2 pencil (poor quality pencils contain clay which cannot be scanned). Do not use special test scoring pencils.

INSTRUCTIONS FOR COMPLETING STUDENT DEMOGRAPHIC SCAN FORMS

A set of Student Demographic scan forms (Basic Student Data II, Student Residence Information, Extended Student Data, Parents Name and Work Phone Numbers, Emergency Information) should be completed for each student currently enrolled. Since NCDPE-required reports, such as the "Principal's Monthly Report," carry enrollment and withdrawal data from the beginning of the school year, provisions must also be made to enter students previously enrolled at your school this year.

Decide which information you would like to keep in the computer. The following guidelines are provided:

- All information on the Basic Student Data II scan form (except advisor and birth date) is required.

DATA COLLECTION (CONT.)

- Information on the Student Residence Information scan form is required.
- Only Ethnic Category on the Extended Student Data scan form (field 5) is required.
- The Emergency Information and Parent's Name and Work Phone Numbers data is optional.

If you decide not to enter the optional emergency and parent data, those forms need not be completed. They can easily be entered at a later time, if desired.

Most fields on the scan forms are self-explanatory. The few that need clarification are discussed below:

a. Basic Student Data II Scan Form

Student Number: The student number is a required field. It uniquely identifies a student within a school, and must be present before the computer will accept the form. You do not have to bubble in leading zeroes. Begin entry in the first column of the bubble grid.

Entry Code: The entry code is a required field. Since this form is used to enter only those students who have not been entered previously in this school, only certain entry codes are allowed. Students coded R1, R5 and R6 have previously been enrolled in your school. Consequently, data on these students already exists in the SYSTEM and they should not be re-scanned in this or in sub-sequent years. There is no provision for coding R1, R5 or R6 on the Student Data II scan form.

This scan form does not allow entry of alphabetic enrollment codes, like "E1" or "R2". Therefore, you must use the following numeric equivalents:

01 = E1
02 = E2
03 = R2
04 = R3

DATA COLLECTION (CONT.)

If the entry code is left blank, the transaction will be processed. It will default to an entry code of "E1".

Entry Date: The entry date is a required field. If left blank, the transaction will be processed. It will default to the current date or the first day in the current School Days Directory - whichever is later.

Grade Level: The grade level is a required field. Leading zeroes must be entered. If left blank it will default to the lowest grade level available in the Grade Level Directory.

Division: This is a required field. If left blank the transaction will not be processed. Division is equivalent to "homeroom".

Advisor: This field is not required. Advisor is equivalent to "guidance counselor".

b. Student Resident Information Scan Form

Student Number: This number must be the same as the student number entered on the Basic Student Data II scan form.

City Code: This code is an abbreviation of the name of the postal city in which the student lives. These codes must be in the CITY Directory. See the discussion of City codes in the section entitled CONVERSION PLANNING.

c. Extended Student Data Scan Form

Student Number: This number must be the same as the student number entered on the Basic Student Data II scan form.

Field 5: Ethnic Category is a required field. Race must be coded as follows:

AMIN - American Indian
ASIA - Asian
BLCK - Black
HISP - Hispanic
WHTE - White

DATA COLLECTION (CONT.)

d. Emergency Information Scan Form

Student Number:	This number must be the same as the student number entered on the Basic Student Data II scan form.

e. Parent's Name and Work Phone Numbers Scan Form

Student Number:	This number must be the same as the student number entered on the Basic Student Data II scan form.

INSTRUCTIONS FOR COMPLETING STUDENT COURSE SELECTION III SCAN FORM

All codes should be entered beginning with the extreme left column in the given grid. Complete one form per student. Alternates may optionally be entered for each course requested. Grids are defined as follows:

Student Number:	This number must be the same as that number assigned on the Basic Student Data II scan form.
Primary Course No:	This number must be a code that has been entered into the COURSE Directory.
Sem Code:	Semester preference code. Enter only if the course is a half-year course and there is a semester preference.
TA:	Teaching assistant. Enter "Y" or "N".
Req:	Required. Enter "Y" or "N".
Alternate Course Code:	Enter the course code of alternate preferences. The code entered must be in the COURSE Directory.

YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Determine the steps in this Yearly Processing Agenda which are appropriate for your school. Add other steps, if needed.	BEFORE FIRST DAY OF SCHOOL	This Yearly Processing Agenda assumes that the 'Year-end' process for the previous year has been completed. If this is your first year of operation, many of the steps that have a deadline of BEFORE FIRST DAY OF SCHOOL may not be appropriate for you. They refer to directories and student records that you entered as a part of the 'Conversion' process. Most of the remaining steps are appropriate.
Correct Timetable Format Directory, Timetable Day Directory, Timetable Period Directory, and Meeting Code Directory before any subsequent year processing	BEFORE FIRST DAY OF SCHOOL	Probably no changes are necessary. Verify this before proceeding. These directories affect the contents of other directories.
Generate School Days Directory	BEFORE FIRST DAY OF SCHOOL	If the correct day for the first day of school was not known when you ran the 'Prepare to Schedule New Year' process during the last attendance year, your current calendar has an incorrect day. You must generate the new calendar and correct the Report Periods Directory before deleting the incorrect day.
Correct Report Periods Directory	BEFORE FIRST DAY OF SCHOOL	Input correct report period ending dates. This will automatically update the report period ending dates in the Academic Progress Parameters Directory.
Delete incorrect day in School Days Directory	BEFORE FIRST DAY OF SCHOOL	Required only if correct day for first school day was not known when you ran the 'Prepare to Schedule New Year' process during the last attendance year. This date must first be deleted from the Report Periods Directory before it can be deleted from the Schools Days Directory (completed in previous step).

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YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Correct invalid enrollments	BEFORE FIRST DAY OF SCHOOL	Check enrollments to determine if any are invalid. Correct all invalid enrollments with the assistance of the following: 1. Report 121 - Batch Process to Change E1 dates. Before the first day of school as well as on the first day of school, all enrollments for the current year must be posted to the first day. This Batch Process moves enrollments for the current year to the first day. A report documents the changes made. Backup your database prior to running this process. 2. Report 120 - Invalid Enrollment/Withdrawal Report. This report documents enrollments that are not on the first day, students missing an end of year withdrawal code (W6 or W5 and E1) invalid enrollment codes, and enrollments on invalid school days.
Correct School Month Directory	BEFORE FIRST DAY OF SCHOOL	
Update Year Directory	BEFORE FIRST DAY OF SCHOOL	Add description for current year. The 'Prepare to Schedule New Year' process you ran during the last attendance year automatically included the current year in the Year Directory.
Correct Grade Level Directory	BEFORE FIRST DAY OF SCHOOL	Required only if minimum or maximum units changes or if you added/lost a grade.
Add new courses to Course Directory	BEFORE FIRST DAY OF SCHOOL	If not already completed during scheduling process.

AGENDA	DEADLINE	REFERENCE/COMMENT
Verify accuracy of remaining directories listed on Conversion Checklist	BEFORE FIRST DAY OF SCHOOL	
Add new teachers to Teacher Directory	BEFORE FIRST DAY OF SCHOOL	If a generic code was used for unidentified teachers during the scheduling process last year, assign the new teacher's name to the generic code that was created in the Teacher Directory at that time. If the new teacher was not anticipated during the scheduling process, add the new teacher to the Teacher Directory. Nonreturning teachers cannot be deleted until after the Division Directory and Master Timetable Directory have been changed. (See next step.)
Adjust the Master Timetable Directory to reflect teacher changes and new course offerings	BEFORE FIRST DAY OF SCHOOL	Add course sections as needed for unanticipated new teachers or assign unanticipated teachers to sections that are assigned to nonreturning teachers. Assign anticipated teachers to the sections that were assigned a generic teacher code during the scheduling process last year. Remove sections assigned to nonreturning teachers if there is no teacher who can be assigned to the section. Increase the capacity of the remaining sections, if needed. (Remember that students scheduled to sections being dropped must be rescheduled.) Add new courses being offered this attendance year.

YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Enter summer school grades	BEFORE FIRST DAY OF SCHOOL	Enter with 'Previous Marks/Attendance Data' function. Required only if not entered prior to 'Year-end' process for the last attendance year.
Adjust for non-promotions	BEFORE FIRST DAY OF SCHOOL	1. Use the 'Enter/Withdraw Student' function to adjust for non-promotions. If student is not a senior, adjust grade level and division. OR If student is a senior, adjust grade level and division, change the W6 to a W5 for the last year, and enter an E1 for the first day of the current school year. 2. Enter Course Selections. Even if you do not plan to rerun the 'Student Scheduling' process, Course Selections should be entered. If the process should have to be run again for all students, those without Course Selections will not be scheduled. 3. Enter Timetables. If you are rerunning the 'Student Scheduling' process for all students or for students without a timetable, entering the Timetable is not necessary. It will be created by the Scheduler.
Withdraw nonreturning students	BEFORE FIRST DAY OF SCHOOL	If you know of students who will not be returning, they should be withdrawn. 1. If the student <u>has</u> academic progress or attendance records from previous years <u>at your school</u>, DO NOT DELETE THE STUDENT. Deactivate the student using the 'Enter/Withdraw Student' function. In order to do this, you must delete the E1

AGENDA	DEADLINE	REFERENCE/COMMENT
		record for the first day of the current attendance year. 2. If the student has no academic progress or attendance records in your SYSTEM from previous attendance years at your school , then DELETE THE STUDENT through the 'Delete Student' function. This will also delete the E1 record for the current attendance year.
Enroll new students/returning students	BEFORE FIRST DAY OF SCHOOL AND THROUGHOUT YEAR UNTIL 'PREPARE TO SCHEDULE NEW YEAR' RUN	1. Enter student as either a new student or a returning student. a. Use 'Enroll New Student' function to enter students who have never been enrolled in your school before. The possible entry codes are: E1 - INITIAL PUBLIC SCHOOL ENROLLMENT Pupil's first enrollment in a public school in the state this school year. Pupils transferring from a nonpublic school within this or another state shall be coded E1. E2 - ENROLLMENT FROM NON-NC PUBLIC SCHOOL Pupil previously enrolled this year in a public school in another state. R2 - RE-ENROLLMENT; FROM SAME LEA Pupil received from another public school in the same administrative unit. R3 - RE-ENROLLMENT; FROM OUTSIDE LEA Pupil received from another public school in this state but outside the administrative unit.

AGENDA	DEADLINE	REFERENCE/COMMENT

NOTE: If the enrollment is for the first day of school, E1 is probably the only code that will be used.

b. Use 'Enter/Withdraw Student' function to enter a student who has been enrolled in your school before. Use the same student number assigned previously. The possible entry codes are:

E1 - INITIAL PUBLIC SCHOOL ENROLLMENT
Pupil's first enrollment in a public school in the state this school year. Pupils transferring from a nonpublic school within this or another state shall be coded E1.

E2 - ENROLLMENT FROM NON-NC PUBLIC SCHOOL
Pupil previously enrolled this year in a public school in another state.

R1 - RE-ENROLLMENT; FROM SAME SCHOOL
Pupil received from another room in the same school and under the same principal.

R2 - RE-ENROLLMENT; FROM SAME LEA
Pupil received from another public school in the same administrative unit.

R3 - RE-ENROLLMENT; FROM OUTSIDE LEA
Pupil received from another public school in this state but outside your administrative unit.

R5 - RE-ENROLLMENT; W1 TO SAME HOMEROOM
Pupil withdrew from this school as a W1 and returned to same homeroom as before withdrawal.

AGENDA	DEADLINE	REFERENCE/COMMENT
		R6 - RE-ENROLLMENT; W2 TO SAME HOMEROOM Pupil withdrew from this school as a W2 and returned to same homeroom as before withdrawal. NOTE: If the enrollment is for the first day of school, E1 is probably the only code that will be used. 2. Print Report 834 Entry/Withdrawal Summary. 3. Enter Course Selections. Even if you do not plan to rerun the 'Student Scheduling' process, Course Selections should be entered. If the process should be run again for all students, students without Course Selections will not be scheduled. 4. Enter Student Timetable. If you will be running the 'Student Scheduling' process, this step is not necessary. The Course Selections entered above will create the Student Timetable.
Process add/drops	BEFORE FIRST DAY OF SCHOOL AND DURING ADD/DROP PERIOD	1. Adjust Student Timetable a. If you want the course being dropped to remain on the student's record, the 'Timetable' add or drop should be entered through the Attendance or Academic Progress module. An effective date can be specified for the change. This allows the SYSTEM to know the classes in which a student is enrolled on each school day. This information is used when the SYSTEM calculates attendance totals and also ensures that attendance is not entered for a day on

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AGENDA	DEADLINE	REFERENCE/COMMENT
		which the student is not enrolled in the class. b. If you do not want the course to remain on the student's record, or if you want the course added to be effective back to the first day of class, the 'Timetable' add or drop should be entered through the Scheduling module. This method should be used to adjust schedules before a course begins or to transfer a student and the grade earned to another course number. Student Timetable I forms can be used to scan add/drops. The effective date posted is the first day of the class. 2. Adjust Course Selections The Course Selections should also be changed to reflect the add/drop. If the 'Student Scheduling' process is run again for all students, the student's Timetable will reflect any previous Course Selections entered rather than the Timetable adjustment.
Rerun 'Student Scheduling' process	BEFORE FIRST DAY OF SCHOOL AND AS NEEDED	Rerunning the 'Student Scheduling' process may alter the Timetables of students for whom no change is desired. If student Timetables have not been distributed, these changes may not matter to you; therefore, rerunning the process may be appropriate. If you do not want student Timetables to change, do not rerun the process for all students. If only a few new students and transfers were enrolled, rerunning the Scheduler is not recommended. The Timetables should be entered manually or scanned with the Student Ti[illegible]ble

AGENDA	DEADLINE	REFERENCE/COMMENT
		I scan form. (Remember to enter the Course Selections also, just in case you do decide to rerun the Scheduler for all students.) NOTE: It is possible to run the Scheduler for only those students who were not previously scheduled (those who have Course Selections but no Timetables). A student is considered scheduled if he/she has a Timetable for the year being scheduled. If only a few Course Selections were entered, and if the only change made to the Master Timetable was the assignment of teachers to generic teacher codes, rerunning the 'Student Scheduling' process is not recommended. Enter the timetable changes manually and rerun Teacher Timetables (Report 714) and Student Timetables (Report 715) if you want reports with correct teacher names. If many scheduled students were withdrawn or if staff changes have occurred, it may be necessary to rerun the Scheduler for all students to redistribute students to course selections.
Drop nonreturning teachers from Teacher Directory	BEFORE FIRST DAY OF SCHOOL	The SYSTEM will not allow the deletion of a teacher from the Directory while there are students enrolled in the course; or if students are assigned to this teacher in a division.
Identify students with no Timetables	BEFORE FIRST DAY OF SCHOOL	Report 706 - Course Load by Student A 0.0 will appear in the course units scheduled field.

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YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Print and distribute Student Timetables	BEFORE FIRST DAY OF SCHOOL OR ON FIRST DAY	Report 715 - Student Timetables Report 717 - Matrix Student Timetables If not distributed during last attendance year. May be required if Scheduler has been rerun for all students. New students and transfers should receive Timetables.
Print reports, if needed	BY FIRST DAY AND AS NEEDED	Report 504 - Daily Attendance Scan Forms Report 720 - Class Lists Report 721 - Division Lists Report 728 - Advisor Lists Report 729 - Study Hall Lists Report 800 - Student Roster
Adjust E1 for no-shows and late arrivals	BY 10th DAY OF SCHOOL	An E1 for the current attendance year has been recorded for each student expected to return. This E1 date must be changed or deleted for no-shows and late arrivals. 1. If the student attends by the 10th school day, the E1 date must be changed to the first day the student attends. Reports that accumulate and report attendance will disregard any absences recorded for the days prior to the adjusted E1 date. (NOTE: The student may not be eligible for an E1 at this time. Change the code also, if necessary.) 2. If the student does not attend by the 10th school day, the E1 must be removed from the student's record. If the student has no attendance or academic progress records in your SYSTEM for previous years in your school, then DELETE THE STUDENT with the 'Delete Student' function. This will also delete the E1 record for the current attendance year.

AGENDA	DEADLINE	REFERENCE/COMMENT
		If the student has academic progress or attendance records from previous attendance years in your school, DO NOT DELETE THE STUDENT. Use the 'Enter/Withdraw Student' function to withdraw the student. In order to do this, you must delete the E1 record for the first day of the current attendance year.
Print 10 Day PMR	AFTER 10th DAY ADJUSTMENTS	Report 106 - 10 Day PMR
Print 10 Day Membership	AFTER 10th DAY ADJUSTMENTS	Report 105 - 10 Day Membership
Print PMR and TMR	END OF EACH MONTH	Report 103 - Principal's Monthly Report Report 102 - Teacher's Monthly Report
Print PPAR/TAR	AFTER FIRST MONTH	Report 114 - PPAR/TAR
Confirm Academic Progress Parameters Directory	END OF GRADING PERIOD	
Print Marks Gathering forms OR	END OF GRADING PERIOD	Report 820 - Marks Gathering Form For manual input of marks.
Print Academic Progress Scan forms	END OF GRADING PERIOD	Report 860 - Academic Progress I Scan Form Report 861 - Academic Progress II Scan Form For scanned input of marks.
Enter grades	END OF GRADING PERIOD	

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YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Verify marks	END OF GRADING PERIOD	Report 820 - Marks Gathering Form Distribute to teachers to verify that the input of grades is correct. It reflects marks that were manually input as well as scanned.
Make corrections in grades and attendance data	END OF GRADING PERIOD	
Calculate Final Marks	END OF SEMESTER	For half-year courses and partial credit courses.
Calculate Mid-Year GPA	END OF SEMESTER	
Produce and distribute report cards	END OF GRADING PERIOD	Report 810 - Report Card
Print Honor Roll	END OF GRADING PERIOD	Report 822 - Honor Roll
Run 'Student Ranking' Process	END OF SEMESTER	Confirm marks used as alternate final in Academic Progress Parameters Directory.
Print GPA/Rank List	END OF SEMESTER	Report 803 - GPA/Rank List
Print IPR	END OF SEMESTER	Report 101 - Individual Pupil Record Report (if necessary)
Distribute course catalogs to current students and to students in feeder schools	SCHEDULING	The scheduling process may begin as early as the beginning of second semester.

AGENDA	DEADLINE	REFERENCE/COMMENT
Run 'Prepare to Schedule New Year' process	SCHEDULING	REQUIRED EVEN IF YOU ARE NOT USING THE SCHEDULER. The 'Prepare to Schedule New Year' process does the following; . Prepares the Scheduling module to accept information about the upcoming year. After the process is run, the SYSTEM recognizes that the scheduling year is different from the current attendance/academic progress year. When you access a student's schedule through the Scheduling module, the data reflects the student's next year status. When you access a student's record through the Attendance on Academic Progress module, the data reflects the student's current year status. . Makes students active for scheduling for the upcoming year. Any student who is enrolled or re-enrolled after this process is run will also be active for scheduling. . Assigns students to their present homeroom for the upcoming year. If you wish to assign students to different homerooms for next year, you can run the 'Division Assignment' process after 'Prepare to Schedule Next Year' has been run and before the 'Year-end' process is run. If only individual reassignments are necessary, these can be made on the E1 record for the next year through the 'Enter/Withdraw Student' function. . Posts to each student's record a withdrawal code of W5 or W6 for the end of the current year and an E1 for returning students for the next year. The date you specify for the withdrawal code should be at least a

AGENDA	DEADLINE	REFERENCE/COMMENT

week after the last day of the current attendance/academic progress year. The date you specify for the entry code should be the first day of the upcoming year. If the first day is not known at the time the 'Prepare to Schedule' process is run, enter a date that you are certain will be before the first day of the upcoming year and after the last day of this current year (e.g., August 1). When the correct first day is known, the 'Batch Process to Change El Dates' can be run to move the El to the correct date.

- Creates the first day in the School Days Directory for the upcoming year. It also posts this date to the Report Period Directory. If the date you use in the 'Prepare to Schedule' process is incorrect, you must delete the incorrect day from next year's School Days Directory when the correct date is known.

- Copies some of the current Directories over to the upcoming year. Any changes to these Directories that are relevant to the current year and the upcoming year can be made before the 'Prepare to Schedule New Year' process is run. When the process copies these Directories over to the upcoming year, the changes will be in both the current year Directories and the upcoming year Directories. If you wish to make changes to these Directories that are relevant only to a specific year, these changes must be made through a specific module after the 'Prepare to Schedule' process has created the upcoming year.

AGENDA	DEADLINE	REFERENCE/COMMENT
		Changes that are relevant only to the current year must be made through the Attendance or Academic Progress module. Changes that are relevant only to the upcoming year must be made through the Scheduling module. After 'Prepare to Schedule' has been run, any changes that affect both the current year and the upcoming year must be made in the Attendance/Academic Progress module and the Scheduling module. Changes made to directories that are not copied affect the current year and the next year. The directories that are copied follow: - Timetable Format - Timetable Period - Timetable Day - Meeting Code - Room - Teacher - Semester - Division - Graduation Requirements - Grade Level - Master Timetable, if requested (It is recommended that it be copied and then adjusted to meet the requirements of the new year's schedule.) - School Days (process posts first day only) - Report Period (process posts same day that is posted to School Days Directory)
Update Room Directory	SCHEDULING	Make any corrections through the Scheduling module that are necessary to prepare for scheduling next attendance year.

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YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Update Course Directory	SCHEDULING	Make any additions through the Scheduling module that are necessary to prepare for scheduling next attendance year. Course Directory entries should never be changed.
Update Teacher Directory	SCHEDULING	Make any corrections through the Schduling module that are necessary to prepare for scheduling next attendance year. Add new teachers expected for the next attendance year. If you know there will be new teacher slots but do not know the names, you might create generic teacher codes to be used in the scheduling process. When the names are known, you can assign the names to the codes.
Update Timetable Format Directory, Timetable Day Directory, Timetable Period Directory, and Meeting Code Directory	SCHEDULING	Make any corrections through the Scheduling module that are necessary to prepare for scheduling next attendance year.
Update Semester Directory, Division Directory, Graduation Requirements Directory and Grade Level Directory	SCHEDULING	Make any corrections through the Scheduling module that are necessary to prepare for scheduling next attendance year.
Update Automatic Course Selection Directory	SCHEDULING	Make any corrections through the Scheduling module that are necessary to prepare for scheduling next attendance year.
Enroll new students/returning students	SCHEDULING (AFTER PREPARE TO SCHEDULE NEW YEAR PROCESS AND UNTIL YEAR END PROCESS)	Since 'Prepare to Schedule' has been run, the SYSTEM now recognizes an Attendance/Academic Progress year (the current year), and a Scheduling year (next year). You can now enroll students for the current year or the next year. The entry date you use determines the year in which the student is being

AGENDA	DEADLINE	REFERENCE/COMMENT

enrolled. If the entry date is on a date that is in the current School Days Directory the enrollment is for the current year. If the entry date is on a date that is in the scheduling year's School Days Directory, the enrollment is for the scheduling year (upcoming year).

1. If the enrollment is for the current attendance year:

   a. If the student has never been enrolled in your school before, use the 'Enroll New Student' function. The possible entry codes are:
   E1 - INITIAL PUBLIC SCHOOL ENROLLMENT
   E2 - ENROLLMENT FROM NON-NC PUBLIC SCHOOL
   R2 - RE-ENROLLMENT; FROM SAME LEA
   R3 - RE-ENROLLMENT; FROM OUTSIDE LEA

   OR

   If the student has been enrolled in your school before, use the 'Enter/Withdraw Student' function. Use the same student number assigned previously. The possible entry codes are:
   E1 - INITIAL PUBLIC SCHOOL ENROLLMENT
   E2 - ENROLLMENT FROM NON-NC PUBLIC SCHOOL
   R1 - RE-ENROLLMENT; FROM SAME SCHOOL
   R2 - RE-ENROLLMENT; FROM SAME LEA
   R3 - RE-ENROLLMENT; FROM OUTSIDE LEA
   R5 - RE-ENROLLMENT; W1 TO SAME HOMEROOM
   R6 - RE-ENROLLMENT; W2 TO SAME HOMEROOM

   b. Because the 'Prepare to Schedule New Year' process has been run, all current students must have a withdrawal code for the current attendance year and all returning students must have an entry code for the first day of

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AGENDA	DEADLINE	REFERENCE/COMMENT

the next attendance year (or for the same estimated date used in the 'Prepare to Schedule New Year' process).

If the student is not expected to graduate, enter the following withdrawal code with the date of the day at least a week after the last day in the current attendance year: W5 - PROMOTED TO NEXT GRADE; THIS SCHOOL.

Then enter the following entry code with the date of the first day in the next attendance year:
E1 - INITIAL PUBLIC SCHOOL ENROLLMENT

OR

If the student is expected to graduate, enter the following withdrawal code with the date of the day at least a week after the last day in the current attendance year: W6 - GRADUATED (END OF YEAR)

c. Print Report 834 - Entry/Withdrawal Summary.

d. Do not enter Course Selections. You cannot rerun the Scheduler for the current attendance year now.

e. Enter Course Selections for next year if already entered for other students.

f. Enter Student Timetable through the Attendance module. The effective date for courses added through the Attendance module is determined when the courses are entered.

AGENDA	DEADLINE	REFERENCE/COMMENT

2. If enrollment is for the next attendance year (the new scheduling year):

   a. Use the 'Enroll New Student' function to enter students who have never been enrolled in your school before.

   OR

   Use the 'Enter/Withdraw Student' function to enter students who have been enrolled in your school before. Use the same student number assigned previously.

   OR

   Use Optical Mark Input to scan in students who have never been enrolled in your school before.

   OR

   Use Optical Mark Input to read in student demographic data that has been file-built by a feeder school. If the grade level in which these students are currently enrolled is not in your Grade Level Directory, they will automatically be enrolled in the lowest grade level in your Grade Level Directory. (Note: If the current grade level is in your directory, consult the SIMS Help Desk to determine the best way to enter these students.) Before building the file, the feeder school should set their computer date to the first day of your new school year, as this will be the date the students will be enrolled in your school. (Note: The entry date determines the year in which the student is being enrolled.)

AGENDA	DEADLINE	REFERENCE/COMMENT
		b. Unless you have information to indicate otherwise, the entry date should be the first day of the next attendance year (or the same estimated date used in the 'Prepare to Schedule New Year' process) and the entry code should be: E1 - INITIAL PUBLIC SCHOOL ENROLLMENT. c. Enter Course Selections through the Scheduling module. Even if you do not plan to rerun the 'Student Scheduling' process, Course Selections should be entered. If the process should be run again for all students, students without Course Selections will not be scheduled. d. Enter Student Timetables through the Scheduling module. The effective date for courses added through the Scheduling module is the first day of school. If you will be running the 'Student Scheduling' process for all students, this step is not necessary. The Course Selections entered above will create the Student Timetable.
Withdraw Students	SCHEDULING (AFTER PREPARE TO SCHEDULE NEW YEAR PROCESS AND UNTIL YEAR END PROCESS)	Withdraw students through the 'Enter/Withdraw Student' function. Since the 'Prepare to Schedule New Year' process has been run, you must remove the entry code for next year and change the end of year withdrawal that was generated by the process. 1. Delete the E1 record for the upcoming year. 2. Change the W5 or W6 withdrawal code to the correct code and change the withdrawal date to the correct date. (if the withdrawal

AGENDA	DEADLINE	REFERENCE/COMMENT
		occurs after the last day of school and before Year End process is run, then no change of withdrawal codes is required.)
Enter Course Selections	SCHEDULING	Course Selections for the Scheduling year for current students (and students from feeder schools if they were not entered as part of the 'Enroll new students/returning students' step) should be entered now through the Scheduling module.
Identify students requesting improper number of Course Selections or with no Course Selections	SCHEDULING	Report 706 - Course Load by Student improper Students with no course requests will have 0.0 in the course units selected field. Those over or under the minimum/maximum course units defined in the Grade Level Directory will also be printed.
Run 'Automatic Course Selections' process	SCHEDULING	This process must be run after student Course Selections have been entered. Verify the accuracy of the Automatic Course Selections Directory before running the process.
Produce and distribute verification slips	SCHEDULING	Report 718 - Course Selection Verification Slips
Produce Course Selections by Student Report	SCHEDULING	Report 702 - Course Selections by Student
Produce Course Tally and Potential Course Conflicts Reports	SCHEDULING	Report 700 - Course Tally Report 701 - Potential Course Conflicts
Enter/Adjust Master Timetable Directory	SCHEDULING	Report 605 - Master Timetable

YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Meet with students whose Course Selections cannot be filled	SCHEDULING	After the Master Timetable has been build, it will be apparent that some course requests cannot be met.
Adjust Course Selections input earlier	SCHEDULING	If necessary
Enter/Adjust Global Alternate Directory	SCHEDULING	If necessary
Enter/Adjust Course Relationship Directory	SCHEDULING	If necessary
Run 'Student Scheduling' process	SCHEDULING	Report 724 - Summary of Scheduling Results
Run reports needed to refine Master Timetable	SCHEDULING	Report 605 - Mastertimetable (Reprint to see class balances and unmet demand after scheduling rum.) Request for students with conflicts only (special conditions). Report 723 - Open Period Summary Use to identify periods with unscheduled students. Report 724 - Summary of Scheduling Results Use to identify grades with unscheduled students. Report 719 - Students with Free Time Report 708 - List of Free Rooms Report 709 - List of Free Teachers Report 706 - Course Load by Student Use to identify students with no Timetables. The course units scheduled field will be 0.0.
Rerun 'Student Scheduling' process as needed to refine Master Timetable	SCHEDULING	

AGENDA	DEADLINE	REFERENCE/COMMENT
Identify and schedule students with free time	SCHEDULING	Report 719 - Students with Free Time Manually adjust their Timetable. If there are many students with free time, you could rerun the Scheduler.
Process conflicts for next attendance year	SCHEDULING	1. Change Course Selections entered previously to break conflict. 2. Correct the Timetable through the Scheduling module if you will not be rerunning the Scheduler.
Rerun 'Student Scheduling' process for conflicts.	SCHEDULING (MAY)	Request for students whose course requests have changed since the last Scheduler run. If Manual Timetable changes have been entered for some of these students and you do not want them to change, you can request that they be disregarded by the Scheduler.
Produce and distribute Student Timetables, if desired	SCHEDULING (MAY)	Report 715 - Student Timetables It is advisable not to distribute Timetables until all major changes have been entered. Distribute these as tentative Timetables and distribute the actual ones on the first day of the new attendance year.
Produce Room Timetables and Teacher Timetables	SCHEDULING (MAY)	Report 713 - Room Timetables Report 714 - Teacher Timetables
Print Marks Gathering forms OR	END OF GRADING PERIOD	Report 820 - Marks Gathering forms For manual input of marks.
Print Academic Progress Scan forms	END OF GRADING PERIOD	Report 860 - Academic Progress I scan forms OR Report 861 - Academic Progress II scan forms For scanned input of grades.

YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
Enter grades	END OF GRADING PERIOD	
Reprint Marks Gathering forms	END OF GRADING PERIOD	Report 820 - Marks Gathering forms Distribute to teachers to verify that the input is correct. It reflects marks that were manually input as well as scanned.
Make corrections in grades and attendance data	END OF GRADING PERIOD	
Calculate Final Marks	END OF YEAR	
Produce and distribute report cards	END OF GRADING PERIOD	Report 810 - Report Card
Print Honor Roll	END OF GRADING PERIOD	Report 822 - Honor Roll
Run 'Student Ranking' process	END OF YEAR	
Print GPA/Rank List	END OF YEAR	Report 803 - GPA/Rank List
Identify students with incompletes	END OF YEAR	Report 823 - List of Students with Specified Marks
Adjust for Non-Promotions	END OF YEAR	1. Use the 'Enter/Withdraw Student' function to adjust for non-promotions a. If student is not a senior, adjust grade level and division. OR

AGENDA	DEADLINE	REFERENCE/COMMENT
		b. If student is a senior, adjust grade level and division, change the withdrawal code of W6 to W5, and enter an E1 for the first day of the next attendance year. 2. Adjust Course Selections and Timetables for next year through Scheduling module.
Prepare Graduation List	END OF YEAR	Report 814 - Graduation Status
Correct Invalid Enrollments	END OF YEAR	Report 120 - Invalid Enrollment/Withdrawal The 'Batch Process to Change E1 Dates' cannot be run until after 'Year End' process and after the new School Days Directory is created.
Run final PMR	END OF YEAR (AFTER 9TH MONTH)	Report 103 - Principal's Monthly Report For 9th month.
Run final TMR and IPR	END OF YEAR (AFTER 9TH MONTH)	Report 101 - Individual Pupil Report Report 102 - Teacher's Monthly Report
Enter Summer School Grades	END OF YEAR (AFTER SUMMER SCHOOL)	Enter through Previous Marks/Attendance Data. Can be entered after Year-end Process is run.
Adjust for non-promotions	END OF YEAR (AFTER SUMMER SCHOOL)	1. Use the 'Enter/Withdraw Student' function to adjust for non-promotions a. If student is not a senior, adjust grade level and division. OR b. If student is a senior, adjust grade level and division, change the withdrawal code of W6 to W5, and enter an E1 for the first day of the next attendance year.

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YEARLY PROCESSING AGENDA

AGENDA	DEADLINE	REFERENCE/COMMENT
		2. Adjust Course Selections and Timetables for next year through Scheduling module.
Run 'Division Assignment' process	END OF YEAR (BEFORE YEAR END PROCESS)	Must be run after 'Prepare to Schedule New Year' process and before 'Year-end' process. (Required only if you want to change from current division assignment.)
Make all final corrections to attendance and grades	END OF YEAR (BEFORE YEAR END PROCESS)	
Run all final reports for current year	END OF YEAR (BEFORE YEAR END PROCESS)	Many current year Attendance/Academic Progress reports cannot be run after the 'Year-end' process.
Backup Data Base	END OF YEAR (BEFORE YEAR END PROCESS)	You may choose to store this backup as a detailed record of the year. If a need arises in the future to have detailed data, you could retrieve it from this backup. If these disks are stored, you will need to format and label new diskettes for your 'backup series of diskettes' to replace the stored set. Run 'Year-end' process END OF YEAR. This process prepares your data base for a new year. It must be run before you begin processing Attendance or Academic Progress data for the start of the new attendance year. Back up your data base before you run this process! After this process is run, the attendance/academic progress year is now the same as the scheduling year. All SYSTEM processing will be for the new

AGENDA	DEADLINE	REFERENCE/COMMENT
		year until you run the 'Prepare to Schedule' process again in February. At that time, the scheduling year will be changed to the next year. The attendance/ academic progress year will remain unchanged until you run the 'Year-end' process again.

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MONTHLY MAINTENANCE

1. We recommend that you run a CLEANUP process once a month to correct the files on your hard disk. This process closes any files left open by stopping a report when it is calculating. It also executes the DOS command CHK DSK and gets rid of any lost clusters on your hard disk. It will also remove bad files. This process only takes several minutes to complete. It is described in the Utilities chapter of the General Information manual.

2. We also recommend that you run a REORGANIZE once a month to compress your files so that wasted space can be reused. This process is described in the Utilities chapter of the General Information Manual. The backup suggested in this procedure should be a full hard disk backup. (See the DOS Manual for instructions.)

3. Remember to make provisions for your month-end backup at an offsite location. (See CONVERSION PROCEDURES - BACKUP PROCEDURES.)

PRINTING REPORTS ON THE SCREEN

You can set up the SYSTEM to print reports to the screen rather than to a printer.

1. When the "C>" prompt is on the screen, type

   CD\CCSMSS

   to change directories. NOTE: If the SYSTEM was installed in another directory, enter the correct directory name in this command and the command in Step 4.

2. When the "C>" prompt is on the screen, type

   COPY NULL.BAT SPOOL.PRN

   to create the file "SPOOL.PRN" in the SYSTEM directory. When this file is present reports are not printed to the printer but, instead, are written to the file "SPOOL.PRN" and then displayed on the screen.

3. Now every time you run the SYSTEM and request reports, the reports are printed on the screen. One screen of report is displayed at a time. "--MORE--" is printed at the bottom of the screen when the report continues. Press any key to continue the listing. Reports which are wider than 80 characters will "wrap-around" on the screen.

   If you want to stop the listing, hold down the CTRL key and press the BREAK key. The following message appears on the screen:

   Terminate batch job (Y/N)?

   Enter N for this question. The system will pause and then return to the menu.

4. When you want the system to print reports on the printer, you must delete the "SPOOL.PRN" file.

   At the C> prompt, type

   CD\CCSMSS

   to change directories.

   At the C> prompt, type

   DEL SPOOL.PRN

   to delete the file.

REPORT QUEUING

Several reports can be 'queued' and run overnight. The following guidelines should be observed:

1. Be sure to line up paper in the printer.

2. Darken screen or cut off monitor.

3. Leave message for custodian so that computer will not be turned off.

4. Make sure nothing will hinder the free movement of paper into or out of the printer. Check to ensure that paper is firmly seated on roller sprockets. Make sure there is enough paper for the printing being performed.

5. Do not use report queuing if your printer has a history of jamming. Users wanting to calculate reports overnight and print the next day can begin their non-queued report with the printer off-line.

6. Paper jams could damage your printer if they pile up too long. For this reason, it is probably unwise to queue long reports or reports requiring thick multiple copy forms. Several short reports (under 30 pages total) on plain paper are appropriate for queuing.

7. Queue short reports before long reports.

8. Since the computer can be accessed by anyone when it finishes printing, be sure to sign on with a password that limits access (both inquiry and update access) to sensitive data.

INSTALLING DOS ON THE FIXED DISK

The Disk Operating System (DOS) is usually installed on the fixed disk when you receive your computer. If this has not been done, you will have to format the fixed disk and set up the DOS partition.

HOW TO TELL IF DOS HAS BEEN INSTALLED

If you turn on the computer without the DOS diskette in drive A: and you see something similar to this on the screen:

```
Current date is Tue 1-01-1986
Enter new date:
```

DOS has been installed on the fixed disk. You may proceed with installing the SYSTEM.

HOW TO TELL IF DOS HAS NOT BEEN INSTALLED

If you turn on the computer without the DOS diskette in drive A: and you see something similar to this on the screen:

```
The IBM Personal Computer Basic
```

DOS has not been installed on the fixed disk.

If you turn on the computer without the DOS diskette in drive A: and you get the following message:

```
Non-System disk or disk error
Replace and strike any key when ready
```

DOS has not been installed correctly on the fixed disk. There are other error messages which indicate the same error. Look up the error message in the IBM DOS manual to see if the error message is telling you that DOS has not been installed or was installed incorrectly.

HOW TO FORMAT THE FIXED DISK

1. With the computer off, insert the DOS diskette in drive A: and close the drive door.

2. Turn on the computer. Enter the system date when asked. The "A>" prompt is displayed when the computer is ready.

INSTALLING DOS ON THE FIXED DISK (CONT.)

3. Type

   FDISK

   and press the ENTER key.

4. You see something similar to this at the top of the screen:

   IBM Personal Computer
   Fixed Disk Setup Program Version 1.00

   The FDISK options are listed. Choose option 1 - Create DOS Partition. Press the ENTER key. If a message on the screen reads:

   Fixed disk already has DOS partition
   Press ESC to return to FDISK options

   press the ESC key to return to the original menu and then press the ESC key again to return to the "A>" prompt. Proceed to the "How To Set Up The DOS Partition" section. Otherwise, continue with this process.

5. The screen reads:

   Do you wish to use the entire fixed disk
   for DOS (Y/N).....?

   Enter Y

   Press the ENTER key.

6. The screen reads:

   Insert DOS diskette in drive A:
   Press any key when ready...

   Press any key (the DOS diskette is already in drive A:). DOS is now restarted. Enter the time when asked. When the "A>" prompt is displayed, the computer is ready.

HOW TO SET UP THE DOS PARTITION

1. When the "A>" prompt is on the screen and the DOS diskette is in the drive, type

   FORMAT C:/S/V

   and press the ENTER key.

INSTALLING DOS ON THE FIXED DISK (CONT.)

2. The screen reads:

   Press any key to begin formatting drive C:

   Press any key to continue the formatting process. The screen reads:

   Formatting...

3. When the formatting process is complete, the screen reads:

   Formatting complete
   System transferred
   Volume label (11 characters, ENTER for none)?

   Enter a 0 to 11 character volume label for the fixed disk (for example MYFIXEDDISK). The "A>" prompt is displayed.

4. Type

   COPY *.* C:

   The DOS files are copied to the fixed disk. DOS is now installed on the fixed disk.

5. Remove DOS Diskette from Drive A: Turn off computer - wait 1 minute.

6. Turn on computer. It will now look for the DOS files on the hard drive (Drive C:) and present a C> prompt.

See the "Fixed Disk" section of the IBM DOS manual for more information.

SENTRY 3000 SCANNER INSTALLATION OUTLINE

The following is a list of what to expect from the Sentry 3000 Scanner installing technician. There is a fee for this service, but it is money well spent. It is advised that two or three staff persons be present for this orientation if possible.

NOTE: Installation does not include instructions on running the Optical Mark Input function of THE SIMS SCHOOL SYSTEM.

- Inventory and inspect scanner, documentation and options.
- Demonstrate disassembly and reassembly of customer removable items:
  - A. Cover
  - B. Read head (cleaning)
  - C. Transport Assembly
  - D. Autofeed (option)
- Demonstrate read head alignment and registration check.
- Connect scanner to microcomputer host.
- Demonstrate "calibrate" procedure.
- Demonstrate "configure" procedure. (This procedure configures the scanner for use with the microcomputer to which it is attached.)
- Demonstrate "menu definition" procedure.
- Scan data sheets with output to micro/verify output.
- Review documentation with customer's representative.
- Review calibration, configuration, throat adjustment and error codes.
- Explain NCS Response Center support and appropriate 800 number.

MOVING THE COMPUTER

If the hard disk on your XT or AT is not properly secured (i.e. "parked") prior to any movement of the machine, there is a high probability that the hard disk will be damaged. This component of the machine can be very expensive to repair. The following is a step-by-step description of how to park the hard disk on your computer, and how to move it. You should perform this procedure BEFORE moving the computer even a short distance.

a. Turn your computer off.

b. In the back of your Guide To Operations manual you will find a diskette titled Diagnostics for IBM Personal Computer AT. Insert this diskette into drive A: (the one on top). Close the door of the disk drive.

c. Turn on your computer and monitor. After a few seconds, the following message will appear on the screen:

```
SELECT AN OPTION

0 - SYSTEM CHECKOUT
1 - FORMAT DISKETTE
2 - COPY DISKETTE
3 - PREPARE SYSTEM FOR MOVING
4 - SETUP
9 - END DIAGNOSTICS

SELECT THE ACTION DESIRED
?
```

d. Type 3 and press the ENTER key. The following message will appear to inform you that your computer is ready to be moved:

```
SELECT AN OPTION

0 - SYSTEM CHECKOUT
1 - FORMAT DISKETTE
2 - COPY DISKETTE
3 - PREPARE SYSTEM FOR MOVING
4 - SETUP
9 - END DIAGNOSTICS

SELECT THE ACTION DESIRED
? 3
DRIVE C
IS PREPARED FOR MOVING
```

MOVING THE COMPUTER (CONT.)

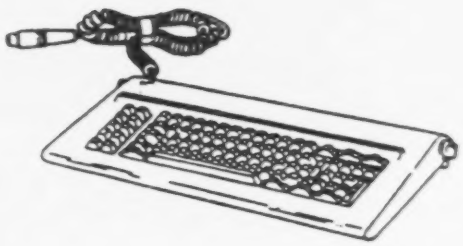
e. Open the door of your disk drive. Remove the Diagnostics diskette and return it to its sleeve in the back of the manual.

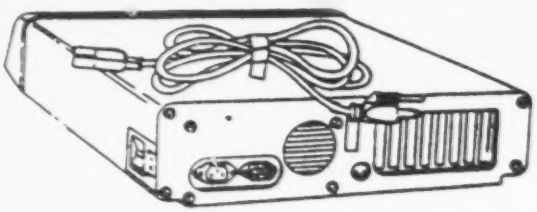
f. Turn OFF your computer, monitor and printer.
WARNING: If you turn on the computer for any reason, it will unpark the head and you will have to repeat the procedure.

g. Unplug your computer, monitor and printer from the wall socket. Disconnect all cables from the back of the computer, monitor and cable (you will need a small screw driver for this job).

h. Coil the cables to protect the connectors. Tape the cables on the top of the computer as shown below:

i. Hopefully you will have saved the original cartons and packing foam that came with your computer. If not, transport the computer, printer, and monitor in sturdy boxes with appropriate packing material. The following illustrations will help you pack your unit for transportation.

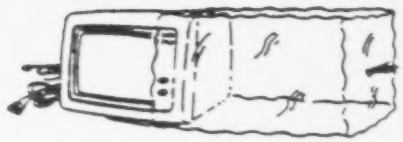




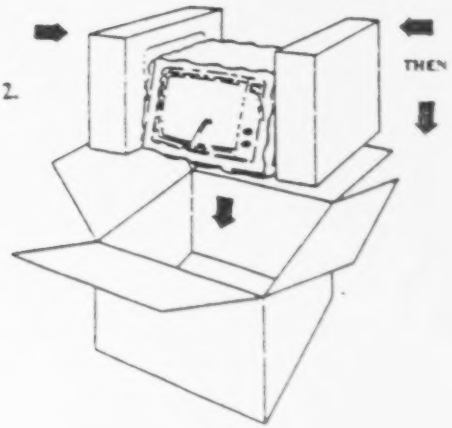
MOVING THE COMPUTER (CONT.)

Display

1.



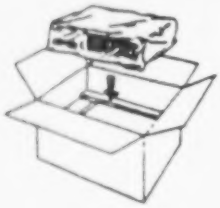
2.



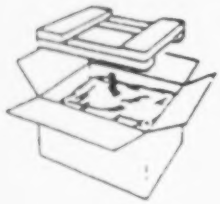
System Unit

1.

2.

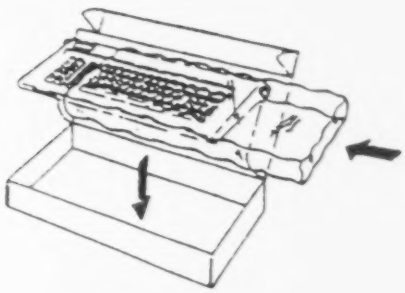


3.

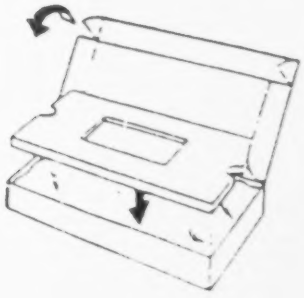


Keyboard

1.

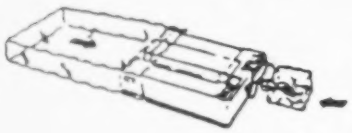


2.

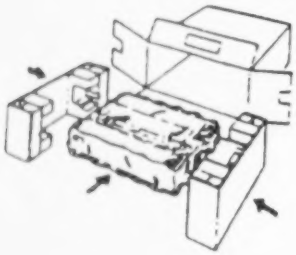


Graphics Printer

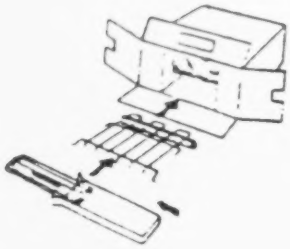
1.



2.



3.



PRINTER CODES

The printer codes for some of the popular printers are listed below.

DATA SOUTH DS-180
8 lines per inch - esc [2 z
6 lines per inch - esc [1 z

EPSON FX and EPSON MX
8 lines per inch - esc 0
6 lines per inch - esc 2

IBM 5182 and PROPRINTER*
8 lines per inch - esc 2
6 lines per inch - esc 0

IBM 80 COLUMN PRINTER*
Use compressed print. At the Basic prompt, type LPRINT CHR$(15).

OKIDATA 83A
8 lines per inch - esc 6 esc F 6 6 esc 5
6 lines per inch - esc 8 esc F 8 8 esc 5

You must use upper case letters when entering the printer codes for the OKIDATA 83A.

OKIDATA 84
8 lines per inch - esc 8
6 lines per inch - esc 6

See note for OKIDATA 93

OKIDATA 93
8 lines per inch - esc 0
6 lines per inch - esc 6

See note for OKIDATA 193

OKIDATA 193
8 lines per inch - esc 8
6 lines per inch - esc 6

There are at least two different versions of the OKIDATA 84, 93 and 193. If the above printer codes do not work, try these:
8 lines per inch - esc 0
6 lines per inch - esc 2

PRINTER CODES (CONT.)

OKIDATA 2410
8 lines per inch - esc 0
6 lines per inch - esc 2
Manually set to 8 lines per inch and pitch 10.

TEXAS INSTRUMENTS 810
8 lines per inch - esc 5
6 lines per inch - esc 4

TRS - 80 DMP 2100
8 lines per inch - esc 8
6 lines per inch - esc 6

TRS - 80 DMP 430
8 lines per inch - esc 2
6 lines per inch - esc 0

* The use of 80 column printers is not recommended. See your printer manual for additional instructions to print 132 columns.

RESTORING THE SIMS SCHOOL SYSTEM WHEN ENTIRE SYSTEM IS LOST

The following steps describe what you must do to restore THE SIMS SCHOOL SYSTEM if all files have been erased from the fixed disk. If you have a monthend backup of the full hard disk, you can restore it and then restore your most recent daily backup. If you do not have a backup of the full hard disk, you must first restore the SYSTEM and then restore the backup catalog and the data base from the most recent backup.

1. Install DOS on the fixed disk. See the section entitled ADDITIONAL CONSIDERATIONS - INSTALLING DOS ON THE FIXED DISK.

2. Install THE SIMS SCHOOL SYSTEM on the fixed disk. Use the most current version of the SYSTEM and follow the instructions you received with your software. Also install any enhancements or upgrades received since this version of programming.

3. When the "C>" is on the screen, type

   CD\CCSMSS

   to change directories. (NOTE: If you installed the SYSTEM in a different directory, enter the correct directory name in this command instead of CCSMSS.)

4. Find the diskettes from your most recent SYSTEM backup. The manual backup log you keep will tell you which group of backup diskettes are the most recent. (See CONVERSION PROCEDURES - BACKUP PROCEDURES.)

5. Insert the first diskette of the generation into drive A: (Example: If your most recent backup is on generation "6", insert the diskette labeled "SSBK0600".)

6. Type

   COPY A:CAT.BKP

   Press the enter key. This will copy the backup catalog from your backup diskette to the hard disk. Remove the diskette from the drive. If this is successful, the computer responds:

   1 file copied

   and returns the "C>" prompt

7. Type

   REST

   Press the enter key.

RESTORING THE SIMS SCHOOL SYSTEM WHEN ENTIRE SYSTEM IS LOST (CONT.)

8. The screen will now show a list of generations available for restoration. You will be asked which generation to restore. Select the generation you are restoring. In this example, enter

   "6"

   and press enter.

9. You are now asked to insert the first diskette of the backup generation you are restoring. In this example, insert diskette SSBK0600. You will be asked to respond Y or N to continue. "Y" will begin the restore and automatically request the other diskettes in the generation. "N" will abandon the restore process.

10. After the last diskette is restored, the C> prompt will appear. You can now use your normal startup (startss) to enter the program.

RECONCILING REPORT DISCREPANCIES

Automated reports should be reconciled against manual reports when both are required. Each field of the automated report should match the corresponding field on the manual report. Specifically, the automated Principal's Monthly Report should be compared with the manual Principal's Monthly Report; the automated reports of enrollments/withdrawals and Principal's Monthly Report should be compared with the manual Enrollment/Withdrawal Log.

When you compare an automated report with a manual report and find discrepancies, a good place to begin checking for errors is the manual copy. Once the accuracy of the manual report is verified, you should then determine the source of errors on the automated report.

The most common source of system errors will involve data entry. Two general things to check for are outlined below:

- Has all data been entered that is applicable to this report? A check-off sheet, listing divisions or teachers and designed for noting when data entry is performed, will be helpful in tracing errors. This checklist will help you determine whether data for the system was actually received from each teacher. Proper planning to assure systematic, verifiable entry of data will pay off.

- Has data been correctly entered? Clerical or data entry errors are easy to make. When entering data, many fields have built-in error checking to prevent, for example, an invalid race code from being entered. The system will not, however, be able to validate whether a student's absence should have been coded "excused" rather than "unexcused". A principal should encourage users of the system to double check their work.

- Some errors may be detected by addressing the messages which appear on the bottom of reports. These messages are explained in the user's manual. Scanner users should make certain that all errors listed in Report 950 - Student Edit list are resolved.

If data entry problems are not obvious, request other reports from the system which provide more detailed information relating to the problem. An example might be to request Report 834 - Entry/Withdrawal Summary to resolve inconsistencies in the Principal's Monthly Report.

Report 807 - Enrollment Summary is another report which is useful for determining errors. This report allows you to list students by division and grade. It may be used to find errors in which a student is re-enrolled to the wrong division or grade with an enrollment of R5 or R6. This error could

RECONCILING REPORT DISCREPANCIES (CONT.)

cause various subtotals of a report to be incorrect, while the grand totals may still appear to be correct.

In summary, to locate the source of error in a report, find the particular error in the report, then run another report to help you trace it to its data source. Note the chart below:

ERROR AREA	REPORT TO HELP FIND THE ERROR
Division	Report 807, Report 834
Grade	Report 807, Report 834
Ethnic Code	Report 834
Subtotals	Report 807, Report 834

USER SUPPORT

All questions at the school should be directed to the Local School Administrative Unit SIMS Coordinator as soon as a problem occurs. If possible, the SIMS Coordinator should resolve these questions without contacting the NCDPE. If the SIMS Coordinator cannot resolve the problem, they should contact the NCDPE SIMS "Help Desk" (telephone number 919-733-7812). They will investigate the problem in complete detail.

As part of our contractual agreement with the software vendor, no school or unit should directly contact Columbia Computing Services. THE SIMS SCHOOL SYSTEM has been modified for specific uses in the North Carolina Public Schools, presenting unique conditions which the Columbia Customer Support staff may be unable to support.

CERTIFYING SYSTEM USE

Before schools using THE SIMS SCHOOL SYSTEM (SYSTEM) can discontinue the use of the North Carolina Public School Register or existing automated system(s), they must be certified in the correct use of the SYSTEM by the Division of Student Information Management of the Controller's Office. To obtain certification, the school must demonstrate the correct use of the SYSTEM. If after at least two months the school's principal feels that the school is competent in the use of the SYSTEM, he/she should contact the Division of Student Information Management.

The Division will respond as rapidly as possible on a first-call, first-served basis. If the requested audit has not been conducted prior to the closing of the school year, registers should be kept in tact until the audit is conducted. If this is not done, it will necessitate keeping the registers for a part of the next school year.

A student accounting supervisor from the Division will evaluate SYSTEM operation by the following criteria:

1. Must be able to produce historical attendance records for randomly selected students and homerooms, as well as composite school records.

2. Must be able to reconcile these automated records to the Individual Pupil Record Reports (IPRs), the Teachers' Monthly Reports (TMRs), and the Principal's Monthly Reports (PMRs).

3. Must have documented procedures which are in current operation for internal school accounting of:
   - late student arrivals
   - early student departures
   - enrollments during the school year
   - withdrawals during the school year.

4. Must have documented procedures which are in current operation for collection and posting of pupil attendance records. Prior to certification, Attendance scan sheets must be updated to reflect all changes that are made manually in the SYSTEM. (See CONVERSION PLANNING - ORGANIZATION OF CLERICAL/ADMINISTRATIVE OPERATIONS.)

5. Must have two school staff members who are qualified to operate the SYSTEM, including one individual designated as responsible for backup of the SYSTEM.

6. Must have a complete written log of daily backups and monthly offsite backups.

7. Must have a security system in place which is known only to the SUPER-USER (Columbia's name for the SYSTEM administrator).

CERTIFYING SYSTEM USE (CONT.)

8. Must have an orderly filing procedure for attendance system input documents such as scan forms and shuttle cards. These documents must be signed by the teacher who submitted them.

When these criteria have been met, a letter will be sent to the superintendent of the Local School Administrative Unit from the Director of the Division of Student Information Management authorizing the school to discontinue further use of the North Carolina Public School Register.

During the period of utilizing both North Carolina Public School Register and THE SIMS SCHOOL SYSTEM, it is recommended that different personnel maintain the records of each system, if possible. Periodic comparisons of reports generated from both systems will help the schools discover any potential system or procedural problems.

NOTE: To discontinue the current system during the school year, a school must have the detailed attendance data in SIMS from the beginning of the school year that is necessary to produce year-end records and reports. If this data is not present, the school can be certified to use SIMS, but the current system may not be discontinued until year-end.

- Schools that begin using SIMS at the first of the year, or shortly thereafter (during the first four school months), can expect to be audited during the school year provided a request is made before the fifth school month (January). If successful, they will be permitted to abandon their current system provided all detailed data relative to attendance is in SIMS from the beginning of the year. Therefore, at the end of the year, SIMS can produce complete attendance records and reports for the entire year.

- Due to the volume of audit requests, any school requesting an audit after the fourth school month (December) probably will not be audited until the summer following the current school year. In this situation, detailed data from the beginning of the year would not be necessary in SIMS since the current attendance system would be used for the remainder of the year to produce the year-end reports and records. Detailed data in SIMS would only need to be in place for the two or more months SIMS was actually being used.

IMPROVING THE SYSTEM

Effective reporting of SYSTEM activity is vital to the continued success of THE SIMS SCHOOL SYSTEM on a statewide basis. Suggestions for improvement from one school may be applicable to other schools and Local School Administrative Units. Likewise, early identification of a problem at one site may prevent the same problem in another location.

A System Investigation Request (SIR) form is provided to document any problems or suggestions which require attention from the NCDPE SIMS team. Remember, while all PROBLEMS should first be reviewed by the SIMS Coordinator, the NCDPE SIMS team appreciates all SUGGESTIONS directly from the schools, as well as from the Central Office. SIRs received directly from the schools help the NCDPE SIMS team to identify and assign priorities to modifications which benefit the most users.

A sample SIR is included in the REFERENCE MATERIAL section of this Manual. Please photocopy and forward to:

SIMS HELP DESK
ROOM 34
DEPARTMENT OF PUBLIC EDUCATION
116 W. EDENTON ST.
RALEIGH, NC 27603-1712

OFFICE USE ONLY
DATE OF ENTRY _____
TIME OF ENTRY _____
OPERATOR INITIALS _____

ATTENDANCE UPDATE FORM

ATTENDANCE DATA AS IT WAS ORIGINALLY ENTERED:

STUDENT NAME _____

STUDENT NUMBER _____

DATE _____ PERIOD _____

THE STUDENT WAS ORIGINALLY ENTERED AS (CHECK ONE):

[ ] PRESENT [ ] TARDY [ ] ABSENT

THE REASON CODE ORIGINALLY GIVEN WAS (CHECK ONE):

[ ] LAWFUL [ ] UNLAWFUL [ ] SUSPENDED

[ ] HOSPITAL/HOMEBOUND

ATTENDANCE AS IT SHOULD BE CORRECTLY ENTERED:

STUDENT NAME _____

STUDENT NUMBER _____

DATE _____ PERIOD _____

STUDENT SHOULD HAVE BEEN ENTERED AS (CHECK ONE):

[ ] PRESENT [ ] TARDY [ ] ABSENT

CORRECT REASON CODE TO BE GIVEN (CHECK ONE) :

[ ] LAWFUL [ ] UNLAWFUL [ ] SUSPENDED

[ ] HOSPITAL/HOMEBOUND

OFFICE USE ONLY

AFFECTS PMR FROM PREVIOUS MONTH

[ ] YES [ ] NO

PMR WAS RERUN _____

TEACHER SIGNATURE _____

TEACHER NAME _____

DATE _____

ATTENDANCE UPDATE FORM

OFFICE USE ONLY
DATE
_____
OPERATOR INITIALS
_____

DIVISION OR COURSE SECTION

_____

TEACHER SIGNATURE

_____

STUDENT NAME	STUDENT NUMBER	DATE TO BE CORRECTED	CHANGE			SYSTEM UPDATE	
			DATA	FROM	TO	DATE	INITIAL

THE SIMS SCHOOL SYSTEM

BATCH CONTROL SHEET

DOCUMENT _____

TO BE ENTERED _____

DATE ENTERED _____

BY WHOM _____

ENTERED _____

CHECK IN / CHECK OUT LOG

OFFICE USE ONLY
DATE _____
OPERATOR INITIALS _____

DATE _____

STUDENT NAME	STUDENT NUMBER	ARRIVAL TIME	DEPARTURE TIME	REASON		ATTENDANCE			SYSTEM UPDATE	
				NOTE (Y/N)	CODE	CHANGE TO				
						A	T	P	DATE	INITIAL

CITY DIRECTORY
ENTRY FORM

PAGE__OF__

CITY CODE	DESCRIPTION

CONVERSION CHECKLIST

CONVERSION STEP	COMPLETED BY	DATE
1. Computer installed		
2. Scanner installed (if required)		
3. School Binder setup		
4. Users Manuals updated		
5. System Backup Log established		
6. Following chapters read of the GENERAL INFORMATION MANUAL: Introduction Installation Using the System Utilities		
7. Following chapters read of ATTENDANCE, ACADEMIC PROGRESS, SCHEDULING, and OPTICAL MARK MANUALS (as appropriate): Getting Started Other chapters as instructed		
8. THE SIMS SCHOOL SYSTEM software loaded		
9. Year parameters established		
10. Enhancement/Fix/Upgrade installed (if applicable)		
11. Buffer size set		
12. Backup diskettes formatted and labeled		
13. User security established		
14. Directory and student record input forms completed		
15. School Information Directory Loaded		

CONVERSION CHECKLIST

CONVERSION STEP	COMPLETED BY	DATE
16. Following ATTENDANCE directories loaded, backed up and printed: SCHOOL DEFINED DIRECTORIES School Parameters - Attendance Semester Grade Level Room Teacher Division City Year NCDPE DEFINED DIRECTORIES Reason Code Withdrawal Code Entry Code Ethnic Code (User Defined Directory) SYSTEM DEFINED DIRECTORIES Relationship Title Extended Demographic Data User Defined TIMETABLE DIRECTORIES Timetable Format Timetable Day Timetable Period School Days Month MASTER TIMETABLE DIRECTORIES Course Type Course Department Meeting Code Master Timetable ATTENDANCE REPORTING DIRECTORIES Daily Attendance Parameters Period Attendance Parameters Report Period Action Taken Attendance Category Attendance Letter		

CONVERSION CHECKLIST

CONVERSION STEP	COMPLETED BY	DATE
17. Students enrolled		
18. Student course-sections entered		
19. Following ACADEMIC PROGRESS directories loaded, backed up and printed: ACADEMIC PROGRESS DIRECTORIES School Parameters-Academic Progress Academic Progress Parameters Mark Comment Final Mark Calculation Average Mark Directory Attendance Category		
20. Following SCHEDULING directories loaded, backed up and printed: SCHEDULING DIRECTORIES School Parameters-Scheduling Automatic Course Selection Global Alternate Course Relationship Study Hall		

**********SIMS**********
E-SIMS

PAGE __ OF __

COURSE DIRECTORY
ENTRY FORM

COURSE NUMBER

LONG TITLE

SHORT TITLE

EXTERNAL COURSE CODE

NO OF SEMESTERS

COURSE UNITS/SEMESTER

CONTACT HRS/SEM

	GPA1	GPA2
INCLUDE IN GPA CALCULATION?		
CREDIT COURSE?		
PARTIAL CREDIT COURSE?		
CREDITS PER SEMESTER		

COURSE TYPES

(MAY ENTER 50 SETS IF NEEDED)

COURSE DESCRIPTION

COURSE TYPE DIRECTORY
ENTRY FORM

PAGE__OF__

COURSE TYPE (CODE)	COURSE DESCRIPTION

DIVISION DIRECTORY
ENTRY FORM

PAGE__OF__

DIVISION CODE	DIVISION CAPACITY	ROOM	TEACHER CODE

F

THE SIMS SCHOOL SYSTEM

ENROLLMENT/WITHDRAWAL LOG

NAME	STUDENT #	E/W	DATE	CODE	GRADE LEVEL	EXT DAY	FEEDER/ RECEIVING SCHOOL	DATE RECORDS SENT/REC

******** SIMSXXXX
NCDPE-SIMS

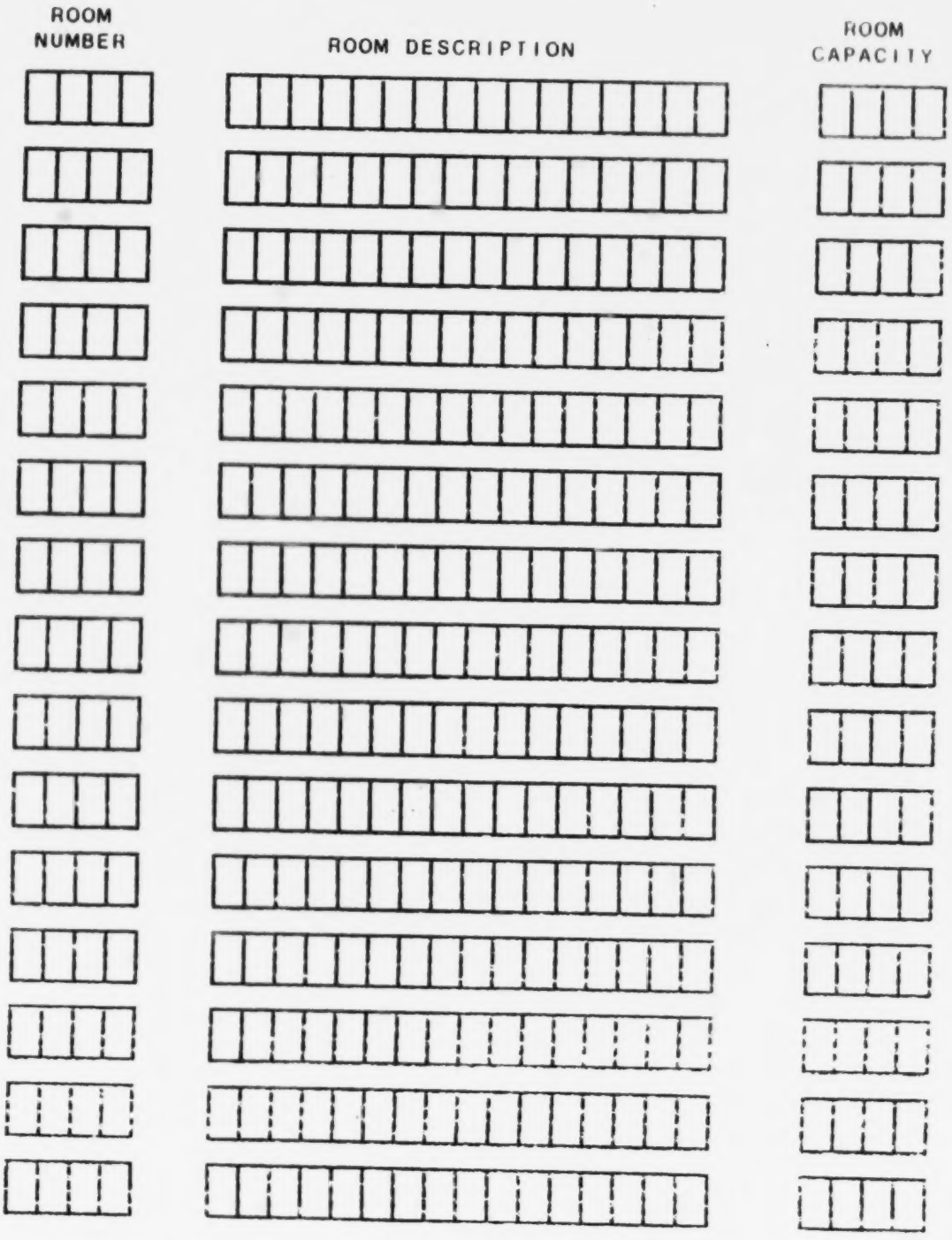
MASTER TIMETABLE DIRECTORY
ENTRY FORM

PAGE__0__

COURSE NUMBER						
SECTION	SEMESTER	MEETING CODE	TEACHER CODE	ROOM CAPACITY	ROOM NUMBER	

ROOM DIRECTORY
ENTRY FORM

PAGE__Or__



STUDENT COURSE SELECTIONS

Student Name: _____ _____
(Last) (First, MI)

Student ID #: _____

	COURSE							ALTERNATE			
Line #	Course Code	Title	Sem	Tchr Code	TA	Req	Sec	Course Code	Sem	Tchr code	TA
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

OFFICE USE ONLY

DATE OF ENTRY_____
OPERATOR INITIALS___

STUDENT INFORMATION FORM
YEAR _____

****

Completed by office: STUDENT NUMBER: _____

ENTRY DATE: _____

ENTRY CODE: __

****

BASIC DEMOGRAPHIC

SURNAME	GIVEN NAMES	GRADE LEVEL	SEX	BIRTHDATE
_____	_____	__	_	_____

ADVISOR STUDENT ID

__ _____

STUDENT PHONE
AREA NUMBER

___ ___-____

ADDRESS
APT. STREET # STREET NAME

_____ _____ _____

PO BOX, RR# CITY POSTAL/ZIP

_____ ____ _____

RESIDES WITH:
RELATIONSHIP TITLE NAME

____ ____ _____

****

EXTENDED DEMOGRAPHIC (FIELD 5)

RACE (CIRCLE ONE): WHITE (WHTE) BLACK (BLCK) HISPANIC (HISP) ASIAN (ASIA) AMERICAN INDIAN (AMIN)

K

STUDENT INFORMATION FORM
Year _____

MEDICAL INFORMATION:

DOCTOR'S NAME:_____AREA___TELEPHONE___-____EXT____

ADDRESS:

SUITE	STREET #	STREET NAME	PO BOX, RR#	CITY	POSTAL/ZIP

EMERGENCY CONTACT'S NAME	AREA	TELEPHONE	EXT

ADDRESS

APT.	STREET #	STREET NAME	PO BOX, RR#	CITY	POSTAL/ZIP

****

PARENT DEMOGRAPHICS:

MOTHER'S NAME:	AREA	TELEPHONE

ADDRESS

APT.	STREET #	STREET NAME	PO BOX, RR#	CITY	POSTAL/ZIP

EMPLOYER'S NAME	AREA	TELEPHONE	EXT

FATHER'S NAME:	AREA	TELEPHONE

ADDRESS

APT.	STREET #	STREET NAME	PO BOX, RR#	CITY	POSTAL/ZIP

EMPLOYER'S NAME	AREA	TELEPHONE	EXT

THE SIMS SCHOOL SYSTEM

SYSTEM BACKUP LOG

DATE	GENERATION NUMBER	NUMBER OF DISKETTES REQUIRED	OPERATOR NAME	COMMENTS

M

SIMS HELP DESK
DEPARTMENT OF PUBLIC EDUCATION
ROOM 34

116 WEST EDENTON STREET

RALEIGH, NORTH CAROLINA 27603-1712

FILE
INDEX
ITEM

PREPARED BY DATE	REVIEWED BY DATE	PAGE OF

PRIORITY (CHECK ONE):

☐ HIGH ☐ MEDIUM
☐ LOW ☐ OTHER _____

TYPE (CHECK ONE):

☐ ENHANCE
☐ ERROR
☐ OTHER _____

SUPPORTING DOCUMENTATION (CHECK ONE)

☐ YES
☐ NO

REQUESTOR INFORMATION:

NAME:
LOCATION:
PHONE:
OFFICE:

DATE INFORMATION:

SUBMITTED: / /
REQUIRED: / /

SHORT DESCRIPTION (25 CHARACTERS):

DESCRIPTION:

WHY REQUIRED:

TO BE FILLED IN BY ANALYST

AREA AFFECTED	ESTIMATED EFFORT	VERSION AFFECTED	VERSION UPDATED	ASSIGNED TO	PCA NUMBER

AA&Co., S.C. Form CD-24 (Rev. 6/84) Printed in U.S.A.

CHANGE REQUEST

******** SIMS****
NCDPE-SIMS

TEACHER DIRECTORY
ENTRY FORM

PAGE__OF__

TEACHER
CODE

PART TIME POSITION (Y/N)

TEACHER NAME

CERTIFIED NAME:
LAST

FIRST

MIDDLE

SOCIAL SECURITY

SOURCE OF FUNDS

ROOM

ETHNIC ORIGIN

SEX

TYPE OF ASSIGNMENT

EXPERIENCE STATUS